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Laval, King's College Join CAUT

THE academic staff associations at Laval University, dubbed "the birthplace of French higher education in North America," and University of King's College, Canada's oldest chartered university, are now members of CAUT.

The Syndicat des professeurs et professeures de l'Université Laval and the University of King's College Teachers' Association membership applications were unanimously endorsed May 5 by delegates assembled for CAUT's biannual Council meeting.

SPUL was previously a member local from 1976 until 1994. The decision to rejoin CAUT after a 17-year absence was made by the Laval union membership voting at a special general meeting in February and a majority referendum of the union's council. SPUL represents more than 1,100 faculty members.

The UKCTA, recently created to represent full-time teaching fellows at the Halifax institution, voted unanimously at its founding meeting on March 3 to apply for membership in CAUT. UKCTA represents 10 fellows, and is among CAUT's smallest locals.

"We are delighted to welcome SPUL back into CAUT. They are one of the strongest faculty unions in the country and will greatly strengthen our association," said CAUT executive director James Turk. "We are also pleased to have the first organized faculty group from UKC join. We look forward to both organizations playing an active role in CAUT."



SPUL vice-president John Kingma, president Yves Lacouture & treasurer Marcel Boulay at Council.

Successful affiliation requires that objectives, practices and constitution of a local association are compatible with those of CAUT.

CAUT now represents more than 66,000 academic staff at 124 universities and colleges across Canada. ■

Laval et King's se joignent à l'ACPPU

LES associations du personnel académique de l'Université Laval, surnommée « le berceau de l'enseignement supérieur en langue française en Amérique du Nord », et du Collège universitaire King's, la plus vieille université à charte au Canada, sont maintenant membres de l'ACPPU.

Les demandes d'adhésion du Syndicat des professeurs et professeures de l'Université Laval (SPUL) et de l'Association des enseignants et enseignantes du Collège universitaire King's (UKCTA) ont été approuvées à l'unanimité le 5 mai dernier par les délégués réunis pour l'assemblée semestrielle du Conseil de l'ACPPU.

Le SPUL a été membre de l'ACPPU de 1976 à 1994. La décision d'y revenir après 17 ans d'absence a été prise par ses membres, qui ont tenu un vote dans le cadre d'une assemblée générale extraordinaire en février, et par son conseil, qui, par vote référendaire, s'est majoritairement prononcé en faveur d'un tel retour. Le SPUL regroupe plus de 1100 membres du corps professoral.

La UKCTA, récemment créée pour représenter les adjoints et adjointes à l'enseignement travaillant à temps plein à l'établissement de Halifax, a voté à l'unanimité, à la réunion d'inauguration qui s'est tenue le 3 mars dernier, en faveur de la présentation d'une demande d'adhésion à l'ACPPU. Elle représente dix adjoints et adjointes à l'enseignement et compte parmi les plus petits syndicats locaux à faire partie de l'ACPPU.

« Nous sommes heureux d'accueillir à nouveau le SPUL parmi nous. C'est l'un des syndicats de professeurs et professeures les plus forts au pays et il affermera considérablement notre association », a déclaré James Turk, directeur général de l'ACPPU. « Nous nous réjouissons également à l'idée que le premier groupe syndiqué de professeurs et professeures

Sont photographiés plus haut le vice-président John Kingma, le président Yves Lacouture et le trésorier Marcel Boulay du Syndicat des professeurs et professeures de l'Université Laval lors de l'assemblée du Conseil de l'ACPPU le 5 mai à Ottawa.

du Collège universitaire King's se joigne à nous. Nous sommes convaincus que les deux organisations joueront un rôle important au sein de l'ACPPU. »

Pour qu'une affiliation soit fructueuse, les objectifs, les pratiques et la constitution d'une association locale doivent être compatibles avec ceux de l'ACPPU.

L'ACPPU représente maintenant plus de 66 000 membres du personnel académique de 124 universités et collèges au Canada. ■

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Letters for publication are welcome. Letters should address a specific article, comment, or letter that recently appeared in the paper or be tied to recent events. Letters are limited to 300 words and may be edited for length and clarity. Include your name, address and phone number. Anonymous letters will not be accepted. Submissions that are considered potentially libelous will not be published. We read every letter we receive and every letter gets equal consideration. Publication is at the sole discretion of CAUT. If your letter is accepted for publication, you will be contacted.

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COMMENT OPINIONS

LETTERS

NSERC trips over its own rules

According to Isabelle Blain, "After hearing from our community, NSERC gave instructions to the evaluation group executive committees this year to no longer consider the option to 'split' a bin," (Letters, CAUT *Bulletin*, April 2011). With this statement NSERC tacitly admits it has failed to follow its own rules, dispelling the myth that NSERC's new Discovery Grants program is fair.

NSERC's third last-minute rule change in three years highlights a system that is broken and in complete disarray. In the latest NSERC follies, the practice of violating its own "policies" continues. The following may be of interest to some first renewal applicants and established researchers who are considering an appeal of denied Discovery Grant applications.

According to the 2010-2011 Peer Review Manual, "Executive Committees rely on principles appropriate to their own discipline community, e.g., giving first priority..., in some cases, to 'first renewal' applicants. First renewal applicants are those established researchers who have submitted their first application for a renewal in the year that their first Discovery Grant will end." (p. 22)

This policy is new for the 2011 competition and effectively creates a new category of researchers, complete with its own definition. The priority for "first renewal" applicants is extended to all evaluation groups, as NSERC cannot create a new category for some groups but not others. It should also be noted that in order to grant "first priority," the quality cut-offs for "first renewal" applicants must necessarily be the same as those for early career researchers. It is therefore surprising that none of the evaluation groups made any effort to give "first priority" to first renewal applicants in the 2011 competition. Apparently, NSERC cannot even abide by a policy that it has only just created.

According to Blain's letter, "One of the EGs (Chemistry) recommended a higher quality cut-off and a reduced number of grants to protect the purchasing power for the most highly rated applicants." This directly conflicts with two NSERC policies.

According to the Peer Review Manual, "Each Evaluation Group, through its Executive Committee... makes the final recommendation for budget distribution within the Evaluation Group, with guidance from NSERC staff." (p. 22)

However, NSERC has explicitly limited the executive committees' discretionary powers through the following Peer Review Manual language found at pages 21-22: "The 2009 competition year set the benchmark in terms of the grant amounts or funding level assigned to various bins for each discipline cluster." This essentially sets the funding level assigned to each bin and the quality cut-off for each evaluation group.

And, "Budget permitting in a given competition year, the funding level as-

signed to each bin is expected to be in a similar range from year to year within an Evaluation Group." In other words, executive committees can reduce the funding levels assigned to the bins if the budget allocation is insufficient to maintain the previous years' funding levels.

Given that the executive committees of the 11 other evaluation groups elected not to raise the quality cut-offs, it is difficult to imagine that the 2.7 per cent drop in the average grant size (2009: \$36,333 and 2010: \$35,045 for established researchers) is not within a "similar range" from the previous year. In addition, it is clear that protecting "the purchasing power for the most highly rated applicants" is not an NSERC-approved reason for changing funding levels or raising the quality cut-off. Furthermore, policy indicates that executive committees do not have any authority (either explicit or implied) to change quality cut-offs as they were established and fixed in the 2009 competition.

"You know there is a serious problem, when the members of NSERC's Evaluation Groups are the first to call foul, and announce they are shocked, surprised and offended by the results of the latest NSERC Discovery Grant competition — the one they just finished running," writes mathematician Nassif Ghossoub, in an April 12 entry on his Piece of Mind blog, <http://nghossoub.com>.

Ignorance is strength. Rules are inconvenient. Meritorious applicants are unfundable. George Orwell would be impressed.

John Murimboh
Chemistry
Acadia University

More grant woes

Dr. Robert Latta's thoughtful commentary, "Grant system squeezes researchers, grad students" (CAUT *Bulletin*, April 2011), voices what many of us were already thinking about NSERC's bean-counting of HQP (Highly Qualified Personnel). It's pretty gutsy for someone to state publicly that he chooses to resist the incentives for "salami training."

For those of us in smaller and/or newer institutions, the scale of our graduate research programs is less a matter of personal choice. There are fewer ways of supporting our students, apart from external grant funds. I am constantly amazed by the resourcefulness of my colleagues in helping their students to do excellent work on a shoestring. But creativity and enthusiasm aren't enough to succeed in the HQP numbers game. So we're going to see a further widening of the gap in NSERC success rates between larger and smaller schools.

This caught up with me this spring when my Discovery Grant renewal application failed. Although it was rated as "strong" in the excellence of researcher and merit of proposal categories, what sank me was a "moderate" rating for HQP. But I wasn't surprised. When we already have to work hard to attract students to less visible places, we're more

vulnerable to the inevitable potholes faced by any supervisor when, for example, an incoming student bails just days before the field season, too late to be replaced.

As Dr. Latta observes, the beatings are continuing. But the people whose morale I'm most worried about are our current and potential graduate students. They're astute and observant enough to see what their professors' lives are like. Despite our best efforts to shield them from some of this, I'm sure they're wondering if they have a future in research in this country. And I'm really not sure any more what to tell them.

Paul Sanborn
Ecosystem Science & Management Program
University of Northern British Columbia

Canadian Historical Association supports campaign

Thank you for the intelligent and well-written president's column, "Harper Gov't Puts Library & Archives Canada at Risk," published in the April 2011 issue of the CAUT *Bulletin*. As you may suspect, we wholeheartedly support your position with regard to the shortsighted decision by the government to eliminate the mandatory long-form census. In fact, we expressed our opposition to this measure in a letter addressed to Industry Minister Tony Clement in July 2010.

In addition, the Canadian Historical Association took the lead in opposing Library and Archives Canada's unilateral decision to drastically cut their hours of service in 2007. Former CHA president Craig Heron was at the forefront in the organization of a coalition that forced the hand of Library and Archives Canada to reconsider its decision and to consult their client groups through the formation of a services advisory board.

Furthermore, as you indicate in your article, the CHA has also raised concerns about the Library and Archives modernization project. We have met on numerous occasions with Daniel Caron, the Librarian and Archivist of Canada, and Library and Archives Canada's deputy ministers Jean-Stéphane Piché and Doug Rimmer, to emphasize the need to engage professionals in the elaboration of such a project. For more on our advocacy, please visit our web page www.cha-shc.ca/en/Advocacy_51.html.

The services advisory board, reconvened by Library and Archives Canada in 2010, next meets on May 17 in Ottawa. Our advocacy chair as well as our executive director will be present. It is hoped a CAUT representative will also take part.

It would be our pleasure to support CAUT in the comprehensive campaign to draw attention to the need for Library and Archives Canada to solicit expert opinion in all facets of its modernization project.

Mary Lynn Stewart
President
Canadian Historical Association

PRESIDENT'S COLUMN

Collaborations: Are Universities Sacrificing Integrity?



By PENNI STEWART

THE political scandal about Bruce Carson, the prime ministerial advisor-turned lobbyist whose activities are making front page news, obscures a more insidious role he has been playing as what Keith Stewart of Greenpeace Canada calls "the political quarterback for the joint government/industry pro-tar sands campaign." It is this role and especially Alberta universities' ties to big oil and government in this industry campaign that raise alarm bells.

In 2007, Harper's Conservative government awarded \$15 million to the Canada School of Energy and Environment, a "centre of research excellence and commercialization." The centre is a tri-party collaboration between the Universities of Alberta, Calgary and Lethbridge, whose original mandate was to coordinate and support research and commercialization in energy and environment through institutes established at each university.

Today, according to the school's website, the mandate includes advising industry, academia and gov-

ernment "to facilitate the development of sound regulations and appropriate legislation to deal with energy development, and protection and enhancement of our environment..." and coordinating "research and academic programming in energy and environment at the three partner universities in Alberta..."

Although ostensibly an academic research centre, the CSEE's executive director — Carson, who left the Prime Minister's Office in 2008 to take up the post — is a political appointee. A longtime political strategist in the Harper administration, Carson was named by Maclean's magazine in 2008 as an "indispensable PMO figure" who "fills in as chief of staff."

A recent report in the independent online magazine The Tyee describes Carson's linkage "between the Prime Minister's Office and major oil sands players." CSEE deputy director Zoe Addington was most recently director of policy for Industry Minister Tony Clement.

A six-person board of directors, chaired by Brian Heidecker, oversees the CSEE. Heidecker is also chair of the University of Alberta board of governors. The CSEE board includes the presidents of the Universities of Calgary, Leth-

bridge and Alberta, and curiously, Robert Turner, currently chair of the University of Lethbridge board of governors and vice chair and partner at law firm Fraser Milner Casgrain, and Douglas Black, another vice chair and senior counsel at the same firm, who also sits on the board of governors at the University of Calgary. Black is also the founding president of the Energy Policy Institute of Canada, whose membership features a veritable who's who of big oil and gas and is partnered with the Canadian Association of Petroleum Producers.

Coincidentally, Carson, who has taken leave from all of his positions, had also served as a vice chair of the Energy Policy Institute. At the CSEE, Carson "worked hand in glove with the oil industry to advance their political agenda. This included organizing a set of 'dialogues' on the oil sands on behalf of CSEE and the Canadian Association of Petroleum Producers," Greenpeace's Stewart alleges.

Of course, this is all about tar sands development and Canada's energy strategy. Writing in the February 2011 edition of Policy Options, Carson concludes: "The prospect of oil sands development driving scientific research and technologi-

cal innovations will, if successful, provide Canada with a platform to export our experience and new technology to the developing world. This is where the markets will be for Canadian products, if we take advantage through oil sands research to move to a greener economy."

There is nothing surprising in the Harper Government pursuing development of the oil sands as a national energy strategy. The issue is the role of the CSEE and the academy as part of this strategy.

In a recent study, Jennifer Washburn of the Center for American Progress found the energy industry eager to collaborate with universities in financing support for "green" research to project an image of the industry as concerned about thorny issues like climate change or environmental damage. But the highest proportion of industry spending continues to be directed toward gas and oil extraction.

Governance of the CSEE raises important questions for the academic community. Why are the presidents and board members of Alberta's three largest universities so engaged in this enterprise? When we don't have an arms-length approach to political decision-makers, how can we serve the public interest?

The CSEE passes none of the tests of collegial governance and transparency. And the school's activities, according to their website, appear to consist mainly of developing government-industry links with little academic input. How do we maintain our academic independence and ensure there is a free and open exchange of ideas in the face of such a seamless corporate/state alliance?

The question of how to protect academic autonomy and integrity from corporate and state incursions is pressing. Worldwide, corporations representing big agriculture, pharma and energy are increasingly entering into agreements with universities and colleges eager to find new sources of funding to support research and academic programs. We must find ways to ensure academic missions, public-interest obligations and institutional commitments to academic freedom are protected. CAUT is working in collaboration with the American Association of University Professors to establish guiding principles for such campus alliances. These will be of vital importance in the coming years. ■

LE MOT DE LA PRÉSIDENTE

Les universités créent-elles des alliances aux dépens de l'intégrité?

Par PENNI STEWART

LE scandale politique entourant Bruce Carson, le conseiller du premier ministre devenu un lobbyiste dont les activités font la manchette, cache le rôle plus insidieux que celui-ci a joué en tant que « quart-arrière politique de la campagne du gouvernement et de l'industrie pour les sables bitumineux », comme l'appelle Keith Stewart de Greenpeace Canada. C'est ce rôle, particulièrement en ce qui a trait aux liens des universités albertaines avec les grandes sociétés pétrolières et le gouvernement dans cette campagne de l'industrie, qui suscite des préoccupations.

En 2007, le gouvernement conservateur de Stephen Harper a accordé 15 millions de dollars à l'École de l'énergie et de l'environnement du Canada (EEEC), un « centre d'excellence en commercialisation et en recherche ». Fruit d'une collaboration tripartite entre les universités de l'Alberta, de Calgary et de Lethbridge, l'EEEC avait pour mandat original de coordonner et d'appuyer la recherche et la commercialisation en matière d'énergie et d'environnement grâce

à des instituts établis dans chacune des universités.

Aujourd'hui, selon le site web de l'École, le mandat de celle-ci consiste à conseiller l'industrie, le milieu académique et le gouvernement « afin de faciliter l'élaboration d'une réglementation juste et d'une législation appropriée en ce qui concerne le développement énergétique ainsi que la protection et la mise en valeur de notre environnement [...] », et à coordonner « les programmes de recherche et programmes d'enseignement en matière d'énergie et d'environnement dans les trois universités partenaires en Alberta [...] ».

Bien que l'École soit apparemment un centre de recherche universitaire, la nomination à sa tête de Bruce Carson, qui a quitté le cabinet du Premier ministre (CPM) en 2008 pour occuper ce poste, est politique. Longtemps stratège politique dans l'administration Harper, M. Carson a été sacré « figure indispensable du CPM » par le magazine Maclean's en 2008 parce qu'il « assume par intérim les fonctions de chef de cabinet ».

Un article publié récemment dans le magazine électronique indépendant The Tyee explique comment

M. Carson sert de trait d'union entre le cabinet du Premier ministre et les grandes entreprises pétrolières. La directrice adjointe de l'EEEC, Zoe Addington, était encore tout récemment directrice des politiques au cabinet du ministre de l'Industrie, Tony Clement.

Un conseil d'administration composé de six personnes sous la présidence de Brian Heidecker supervise l'EEEC. M. Heidecker est aussi président du conseil d'administration de l'Université de l'Alberta. Le conseil de l'EEEC est constitué des recteurs des universités de Calgary, de Lethbridge et de l'Alberta et, curieusement, de Robert Turner, actuellement président du conseil d'administration de l'Université de Lethbridge et vice-président et associé du cabinet d'avocats Fraser Milner Casgrain, ainsi que de Douglas Black, vice-président lui aussi et avocat principal du même cabinet, qui siège également au conseil d'administration de l'Université de Calgary. M. Black est aussi le président fondateur de l'Institut canadien de politique énergétique, dont les membres sont pour la plupart des personnes influentes des grandes sociétés pétrolières et gazières et qui a pour partenaire

l'Association canadienne des producteurs pétroliers.

Comme par hasard, Bruce Carson, qui a quitté toutes ses anciennes fonctions, avait également été vice-président de l'Institut canadien de politique énergétique. À l'EEEC, M. Carson « a travaillé de près avec l'industrie pétrolière pour faire progresser son programme politique, ce qui comprend l'organisation d'une série de "dialogues" sur les sables bitumineux au nom de l'EEEC et de l'Association canadienne des producteurs pétroliers », déclare Keith Stewart de Greenpeace.

Bien entendu, l'exploitation des sables bitumineux et la stratégie énergétique du Canada sont tout ce dont il est question. Dans le numéro de février 2011 d'Options politiques, M. Carson conclut que si l'exploitation des sables bitumineux réussit à faire avancer la recherche scientifique et l'innovation technologique, le Canada pourra exporter son expérience et sa nouvelle technologie dans les pays en développement. C'est là que se trouveront les marchés pour les produits canadiens si nous profitons de la recherche sur les sables bitumineux pour nous diriger vers une économie plus verte.

Il n'y a rien de surprenant à ce que la stratégie nationale du gouvernement Harper en matière d'énergie soit de poursuivre l'exploitation des sables bitumineux. Le problème est le rôle que jouent l'EEEC et le milieu universitaire dans le cadre de cette stratégie.

Dans une récente étude, Jennifer Washburn, du Center for American Progress, a constaté que l'industrie de l'énergie est très enthousiaste à l'idée de collaborer avec les universités pour appuyer la recherche écologique afin de projeter l'image d'une industrie préoccupée par des questions épineuses telles que le changement climatique ou les dommages causés à l'environnement. Cependant, la plus grande partie des dépenses continuent d'être consacrées à l'extraction des gaz et du pétrole.

La gouvernance de l'EEEC soulève d'importantes questions auprès de la communauté académique. Pourquoi les recteurs et des membres du conseil d'administration des trois plus grandes universités de l'Alberta sont-ils à ce point engagés dans cette entreprise? Si nous n'adoptons pas une approche indé-

Voir UNIVERSITÉS à la page A10 ➔

CAUT EXECUTIVE COMMITTEE COMITÉ DE DIRECTION DE L'ACPPU

COMMITTEE MEMBERS 2011-2012 LES MEMBRES DU COMITÉ 2011-2012



President WAYNE PETERS

Wayne Peters, an associate professor and former chair of engineering at the University of Prince Edward Island, has been elected president of CAUT. Peters has taught at UPEI since 1995 and has held a succession of positions with the UPEI faculty association, including president from 2004 to 2008. He has served as vice-president of CAUT since 2008. Peters also held a number of positions within the Association of Professional Engineers of PEI and the Canadian Council of Professional Engineers.

Président WAYNE PETERS

Wayne Peters, professeur agrégé et ancien titulaire de la chaire en génie à l'Université de l'Île-du-Prince-Édouard (UPEI), a été élu à la présidence de l'ACPPU où il exerçait la charge de vice-président depuis 2008. Il enseigne à l'UPEI depuis 1995 et a exercé diverses fonctions au sein de l'association du personnel académique de l'Université de l'Île-du-Prince-Édouard, dont celle de président de 2004 à 2008. M. Peters a par ailleurs occupé différents postes au sein de l'Association des ingénieurs de l'Île-du-Prince-Édouard et du Conseil canadien des ingénieurs.



Vice-President ANVER SALOOJEE

Anver Saloojee has been elected vice-president of CAUT. Saloojee, a professor of politics and public administration, is currently president of Ryerson Faculty Association and before that held the position of vice-president. It's a return for Saloojee, who served as vice-president of CAUT in 2004 before leaving to take up a position as special advisor to the presidency in South Africa. He has also served two terms as executive member-at-large, as well as chair of CAUT's equity committee.

Vice-président ANVER SALOOJEE

Anver Saloojee a été élu vice-président de l'ACPPU. Professeur de science politique et d'administration publique à l'Université Ryerson, il assume parallèlement la présidence de l'association du personnel académique de cet établissement après en avoir été le vice-président. M. Saloojee effectue un retour à l'ACPPU car il y avait été élu vice-président en 2004 avant d'accepter le poste de conseiller spécial à la présidence du gouvernement sud-africain. Il a également exercé deux mandats

comme membre ordinaire du comité de direction et préside le comité de l'équité de l'ACPPU.



Past President PENNI STEWART

Penni Stewart becomes past president of CAUT and remains a member of the executive committee. Stewart, a sociology professor at York University, has served as CAUT president since 2007 and previously held the position of vice-president. She was elected to the York University Faculty Association executive in 1990, serving as chair from 1998 to 2001. She also served as YUFA's vice-chair organization (1992-1994), chief steward (2006-2008), and twice on the negotiating and grievance committees.

Présidente sortante PENNI STEWART

Penni Stewart devient présidente sortante de l'ACPPU et, à ce titre, continue de siéger au comité de direction. Professeure de sociologie à l'Université York, elle a assumé la présidence de l'ACPPU de 2007 à 2011 après y avoir occupé le poste de vice-présidente. Mme Stewart a été élue à la direc-

tion de l'association du personnel académique de l'Université York (YUFA) en 1990 et en a été la présidente de 1998 à 2001. Elle a également été vice-présidente du comité de la syndicalisation de la YUFA (1992-1994), déléguée syndicale en chef (2006-2008) et deux fois membres des comités de négociation et des griefs.



Treasurer JOHN BAKER

John Baker is serving the second year of his term as treasurer of CAUT, a position he has held since 2005. Baker teaches philosophy at the University of Calgary and over a 43-year career has served on many university bodies as well as played a number of key roles in the faculty association, including member of the board of directors, grievance advisor, member of the executive committee, president between 2000 and 2003, and as principal negotiator.

Trésorier JOHN BAKER

John Baker, professeur de philosophie à l'Université de Calgary, entame la deuxième année de son mandat au poste de trésorier de l'ACPPU qu'il occupe depuis 2005. Au cours de ses 43 ans de carrière, il a siégé à une multitude d'instances universitaires et joué différents rôles clés au sein de l'association du personnel académique, dont ceux de membre du conseil d'administration, de conseiller en matière de griefs, de membre du comité de direction, de président (2000-2003) et de négociateur principal.



Member-at-Large Francophones GREG ALLAIN

Greg Allain, a sociology professor at the University of Moncton who has a long history with CAUT, has been elected the member-at-large representing francophone academic staff, a position created by Council in 2010. Over the last decade Allain has served as CAUT executive committee member-at-large, treasurer, vice-president, president and past

president. Before that, he was vice-president and president of his local union, in addition to serving as the faculty rep on the university's board of governors.

Membre ordinaire Francophones GREG ALLAIN

Greg Allain, professeur de sociologie à l'Université de Moncton et partenaire de longue date de l'ACPPU, a été élu membre ordinaire chargé de représenter le personnel académique francophone — un nouveau poste créé en 2010 par le Conseil. Au cours des dix dernières années, M. Allain a œuvré à divers titres au sein de l'ACPPU : membre ordinaire du comité de direction, trésorier, vice-président, président et président sortant. Il avait été auparavant vice-président et président du syndicat local, ainsi que représentant du personnel académique au conseil d'administration de l'université.



Member-at-Large Aboriginal Academic Staff DAN McDONALD

Dan McDonald, who holds a joint appointment in First Nations Studies and Recreation and Tourism Management at Vancouver Island University, has been elected to the new position for executive member-at-large representing Aboriginal academic staff. McDonald began his academic career at Langara College before joining Douglas College in 1987, where he served as vice-president, chief steward and chief bargainer for the faculty association. He is currently president of VIU faculty association — where he also served a term as vice-president and as a member-at-large — and a member of CAUT's working group on aboriginal post-secondary education. McDonald is also president for the Mid-Island Métis Nation.

Membre ordinaire Personnel académique autochtone DAN McDONALD

Dan McDonald, titulaire d'une double affectation en études des Premières nations et en gestion des loisirs et du tourisme à l'Université de l'Île de Vancouver, a été élu au nouveau poste de membre ordinaire chargé de représenter le personnel académique autochtone. M. McDonald a commencé sa carrière universitaire au Collège Lan-

gara avant de rejoindre le Collège Douglas en 1987, où il a exercé les fonctions de vice-président, de délégué syndical en chef et de négociateur en chef au sein de l'association du personnel académique. Il est à l'heure actuelle président de la VIUFA (où il a également été vice-président et membre ordinaire), membre du groupe de travail de l'ACPPU sur l'éducation postsecondaire des Autochtones, ainsi que président de la Nation métisse de Mid-Island.



Member-at-Large SUE WURTELE

Sue Wurtele, a geography professor at Trent University, has been elected to serve a second term as a general member-at-large on the CAUT executive committee. Wurtele is a current member of the Ontario Confederation of University Faculty Association's board of directors and previously served as president of the faculty association at Trent, where she also held the position of chief negotiator.

Membre ordinaire SUE WURTELE

Sue Wurtele, professeure de géographie à l'Université Trent, a été élue pour un second mandat au poste de membre ordinaire du comité de direction de l'ACPPU. Elle siège actuellement au conseil d'administration de l'Union des associations des professeurs des universités de l'Ontario. Elle a été auparavant présidente de l'association du personnel académique de Trent et négociatrice en chef.



Member-at-Large CINDY OLIVER

Cindy Oliver, president of the Federation of Post-secondary Educators of BC and a vice-president of the BC Federation of Labour, has been reelected general member-at-large. Oliver has served as a member-at-large over the past five years, including chairing the contract academic staff committee. As a long-time union activist, she also served as FPSE secretary-treasurer from



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1999 to 2002, as a negotiator on provincial bargaining teams in 1998 and as president of College of the Rockies Faculty Association from 1994 to 1996.

Membre ordinaire CINDY OLIVER

Cindy Oliver, présidente de la Fédération of Post-Secondary Educators (FPSE) de la Colombie-Britannique et vice-présidente de la Fédération des travailleurs et travailleuses de cette province, a été réélue membre ordinaire du comité de direction. Depuis sa nomination à ce poste il y a cinq ans, elle a présidé le comité du personnel académique contractuel. Syndicaliste de longue date, M^{me} Oliver a été secrétaire-trésorière de la FPSE de 1999 à 2002, membre de diverses équipes de négociation provinciales en 1998 et présidente de l'association du personnel académique du Collège des Rocheuses de 1994 à 1996.



Chair Academic Freedom & Tenure LEN FINDLAY

Len Findlay is the new chair of CAUT's academic freedom and tenure committee. He was elected for a two-year term effective immediately, and replaces long-serving Vic Catano of Saint Mary's University. Findlay is a professor of English and director of the humanities research unit at the University of Saskatchewan and has served as the Northrop Frye Professor of Literary Theory at the University of Toronto. He has recently been chosen as president-elect of Academy One (Arts and Humanities) of the Royal Society of Canada.

Président Liberté académique et permanence de l'emploi LEN FINDLAY

Len Findlay est le nouveau président du comité de la liberté académique et de la permanence de l'emploi de l'ACPPU. Élu pour un mandat de deux ans, il succède ainsi à Vic Catano (Université Saint Mary's) qui a occupé ce poste pendant plusieurs années. M. Findlay est professeur d'anglais et directeur de l'unité de recherche en sciences humaines et sociales à l'Université de la Saskatchewan. Il a été titulaire de la chaire Northrop Frye de théorie littéraire à l'Université de

Toronto. Il a été récemment nommé président désigné de l'Académie I (Lettres et sciences humaines) de la Société royale du Canada.



Chair Collective Bargaining & Economic Benefits BRENDA AUSTIN-SMITH

Brenda Austin-Smith, past president of the University of Manitoba Faculty Association, is continuing as chair of CAUT's collective bargaining and economic benefits committee. Austin-Smith, an associate professor of English, film and theatre, has served on the committee since 2006. As a graduate student during the 1980s, she became heavily involved in the educational union movement and was instrumental in forming what became known as Local 9 of the Canadian Union of Educational Workers, serving as its first president and later as a national executive board member. During her 13 years at UoM, she has held a number of positions in the faculty association, including chair of the staff benefits committee, vice-president and president, for two one-year terms.

Présidente Négociation collective et avantages économiques BRENDA AUSTIN-SMITH

Brenda Austin-Smith, professeure agrégée d'anglais, d'études cinématographiques et de théâtre et présidente sortante de l'association du personnel académique de l'Université du Manitoba, exerce depuis 2006 son mandat à la présidence du comité de la négociation collective et des avantages économiques de l'ACPPU. Alors qu'elle poursuivait ses études supérieures dans les années 1980, M^{me} Austin-Smith s'est engagée à fond dans le mouvement syndical du secteur de l'éducation et a joué un rôle clé dans la création de ce qui allait devenir la section locale 9 du Syndicat canadien des travailleuses et travailleurs en éducation. Elle a été la première présidente de ce syndicat et a par la suite siégé à son conseil exécutif national. Durant ses 13 années à l'Université du Manitoba, elle a occupé plusieurs postes au sein de l'association du personnel académique, dont ceux de présidente du comité des avantages sociaux, de vice-présidente et de présidente pendant deux mandats d'un an.



Chair Contract Academic Staff LESLIE JERMYN

Leslie Jermyn has been elected as the first chair of CAUT's new standing committee on contract academic staff. Jermyn has served on the former CAS executive committee since 2009. She has spent the last 13 years at the University of Toronto, where she is a sessional lecturer in anthropology. In May 2010, she became chair of the executive committee of CUPE 3902, representing 7,000 sessionals, teaching assistants and other staff.

Présidente Personnel académique contractuel LESLIE JERMYN

Leslie Jermyn a été élue première présidente du nouveau comité permanent de l'ACPPU chargé des questions relatives au personnel académique contractuel (PAC). Elle siégeait depuis 2009 à l'ancien comité consultatif du PAC. M^{me} Jermyn est depuis 13 ans chargée de cours en anthropologie à l'Université de Toronto. En mai 2010, elle a été nommée présidente du comité exécutif de la section locale 3902 du SCFP, qui représente 7 000 chargés de cours, assistants à l'enseignement et autres membres du personnel contractuel.



Co-Chair Diversity Council DOREEN FUMIA

Doreen Fumia, a sociology professor at Ryerson University and a member of CAUT's women's committee for the past two years, has been elected to serve as co-chair of the diversity council, CAUT's newest standing committee. Fumia has worked in coalition with a number of equity groups since 1995 in the university setting, at the Toronto District School Board and in various equity communities. She has served in various capacities for five years on the Ryerson Faculty Association executive, including her most recent election as vice-president.

Co-présidente Conseil de la diversité DOREEN FUMIA

Doreen Fumia, professeure de sociologie à l'Université Ryerson et membre du comité des femmes de l'ACPPU au cours des deux dernières années, a été élue à la coprésidence du tout nouveau comité permanent, le conseil de la diversité. Depuis 1995, elle travaille activement de concert avec différents groupes d'équité au sein de la communauté universitaire, du Conseil scolaire du district de Toronto et de groupes de revendication dévoués à la cause de l'équité. Ces cinq dernières années, M^{me} Fumia a occupé diverses fonctions au sein de la direction de l'association du personnel académique de l'Université Ryerson. Elle en assume la vice-présidence depuis tout récemment.



Co-Chair Diversity Council EVE HAQUE

Eve Haque, an associate professor with a joint appointment in the department of languages, literature and linguistics and in the department of equity studies at York University, has been elected co-chair of CAUT's diversity council. Haque is York University Faculty Association steward and former CAUT women's committee member and YUFA race equity caucus co-chair. She also held contract positions at the University of Ottawa and Carleton University from 1995 to 1998, and her political engagement includes involvement with DisAble Women's Network Ontario, the National Organization of Visible and Minority Women of Canada and serving on the advisory committee on equity and diversity at Ottawa City Hall.

Co-présidente Conseil de la diversité EVE HAQUE

Eve Haque, professeure agrégée et titulaire d'une double affectation au département des langues, de la littérature et de la linguistique et au département d'études d'équité à l'Université York, a été élue à la coprésidence du conseil de la diversité. Elle est déléguée syndicale de l'association du personnel académique de l'Université York (YUFA); elle a siégé à l'ancien comité des femmes de l'ACPPU et a coprésidé le groupe de défense

de l'égalité des races de la YUFA. M^{me} Haque a occupé des postes à contrat à l'Université d'Ottawa et à l'Université Carleton de 1995 à 1998. Son engagement politique s'est traduit par sa participation au Réseau des femmes handicapées de l'Ontario, à l'Organisation nationale des femmes appartenant à une minorité visible du Canada et au comité consultatif sur l'équité et la diversité à l'hôtel de ville d'Ottawa.



Chair Librarians FRANCESCA HOLYOKE

Francesca Holyoke, head of the science and forestry library at the University of New Brunswick, is continuing as chair of CAUT's librarians committee. Holyoke is a former president, vice-president, secretary, and executive member of the teachers' association at UNB, where she was also one of the core group which helped organize and certify contract academic staff in 2008. Her past experience includes three rounds of union bargaining, and service on numerous association committees since 2000. In addition to providing library instruction, she also regularly teaches many of the workshops in the UNB Libraries' e-info labs and "cool tools" series.

Présidente Bibliothécaires FRANCESCA HOLYOKE

Francesca Holyoke, chef de la bibliothèque des sciences et de la foresterie à l'Université du Nouveau-Brunswick, poursuit son mandat à la présidence du comité des bibliothécaires de l'ACPPU. Elle a été par le passé présidente, vice-présidente, secrétaire et membre exécutif de l'association du personnel enseignant à l'UNB, où elle a figuré parmi les principaux acteurs qui ont contribué à la syndicalisation et à l'accréditation syndicale du personnel académique contractuel en 2008. Par ailleurs, elle a pris part à trois rondes de négociations syndicales et, à partir de 2000, a exercé diverses fonctions au sein de nombreux comités de l'association. En plus de ses fonctions de bibliothécaire, M^{me} Holyoke dispense régulièrement bon nombre des ateliers organisés dans le cadre de la série de laboratoires d'info en ligne et d'« outils branchés » des bibliothèques de l'UNB.

ACADEMIC LIBRARIANS' DISTINGUISHED SERVICE AWARD PRIX DES BIBLIOTHÉCAIRES POUR SERVICES ÉMÉRITES



Deadline / Date limite
JUNE 15 JUIN 2011

Cormier Recognized for Excellence in Service, Research, Teaching

MONIQUE Cormier, a University of Montreal professor of linguistics and translation, was presented with CAUT's 2011 Distinguished Academic Award at the association's council meeting in Ottawa May 7.

Cormier is a recognized expert in translation and interpretation and is widely known as an excellent and innovative teacher. For the benefit of her linguistics learners, she introduced the concept of "learning through problem solving," later demonstrated and adopted at the Pontifical Catholic University of Chile. She has trained hundreds of translators and language specialists, and at the graduate level, supervised 16 PhD students, two post-docs, and 57 master's students.

"It is testimony to her thorough mentoring skills that seven of her former PhD students now teach in Canadian universities," noted the award jury, writing on Cormier's nomination.

She is a prolific researcher, and has published extensively in her field. Her co-edited book, *Translation Terminology*, has been translated in 11 languages. She regularly contributes to leading journals and has presented results of her work in 12 countries. Cormier has more than 100 publications and has authored 12 books and 71 refereed articles

and book chapters. She is also on the editorial board of eight journals of national and international repute. She is a recipient of many provincial, national and international awards and honours, and in 2007 was elected to the Royal Society of Canada. In 2009, she was awarded the Prix Georges-Émile-Lapalme, the highest distinction attributed by the Quebec government.

An influential academic in the Quebec community over the last 34 years, Cormier has served on numerous professional committees and boards, including the Quebec Order of Translators and Interpreters, where she held positions as vice-president and president. She was also a pioneer in the area of participation by the public in the province's cultural events surrounding the Quebec Day of Dictionaries, which she initiated in 2003, and later, the Week of Dictionaries.

"Dr. Cormier has been deeply engaged in her local community, as well as regionally and globally, and has repeatedly demonstrated excellence in teaching, scholarship and service," said CAUT executive director James Turk. "We're pleased to recognize her with our most prestigious award." ■

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a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA



FACULTY OF EDUCATION New Dean Appointed



Dr. Biye Frank has been appointed as Dean of the Faculty of Education for a five-year term, effective April 1, 2011.

Dr. Frank is Professor and Head of the Division of Medical Education at Dalhousie University, responsible for offering educational expertise across the medical continuum, undergraduate, post graduate, faculty, and continuing professional development. He has served as Professor and Associate Chair of Graduate Studies in Education at Mount Saint Vincent University. He holds an adjunct professorial appointment at the University of South Australia.

Professor Frank is an experienced educator and administrator who brings a strong commitment to excellence in research, teaching and academic leadership. He has an active research career and is currently conducting research in the areas of men, masculinities, and health. Dr. Frank served as principal investigator in the Exemplary Schools Project, a federally funded study on successful schools in Canada. He has held major research grants from the Social Science Humanities Research Council of Canada for research in the area of masculinity and schooling. He has been involved in several international projects in Tanzania, Turkey, Pakistan and currently with a World Bank funded project in medical education reform in Kazakhstan. Frequently invited to present papers and keynote addresses to academic and professional conferences at the local, provincial, national and international level, Dr. Frank has appeared as an expert witness on human rights issues and has served on a number of local and national boards.

At Mount Saint Vincent's University, Dr. Frank received the Alumnae Association's Teaching Award and the Award for Research Excellence. He was awarded the Distinguished Teacher Award from the Association of Atlantic Universities. Since moving to Dalhousie University, Dr. Frank has received the May Cohen Gender Equity Award for outstanding achievement from the Association of Faculties of Medicine of Canada for his work nationally in equity, gender and diversity.

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NEWS ACTUALITÉS

BC Teachers Score Legal Victory

BRITISH Columbia's Supreme Court has struck down legislation limiting the right of public school teachers to negotiate issues at the core of their employment relationship.

In a 103-page decision, Justice Susan Griffin ruled the BC government breached the guarantees of freedom of association set out in Canada's Charter of Rights and Freedoms by passing laws that infringed on the collective rights of teachers.

The court challenge was launched by the BC Teachers' Federation in response to two anti-union laws passed by the Liberal government of then-Premier Gordon Campbell — Bill 28, the Public Education Flexibility and Choice Act 2002 and Bill 27, the Education Services Collective Agreement Amendment Act 2004.

The controversial legislation negated existing contract language on the composition and size of classes, staffing levels, teaching loads and a range of other working conditions, and ended teachers' ability to negotiate these provisions in subsequent rounds of bargaining.

BCTF president Susan Lambert said the significance of the win cannot be overstated.

"Teachers once again have full and free collective bargaining rights and our collective agreements must be honoured," said Lambert in an April 13 press release. "Over the past decade, we have put tremendous effort and determination into the struggle to reassert our rights and regain the kind of teaching and learning conditions in our classrooms that we know students need and deserve, and today all those efforts are vindicated."

Cindy Oliver, president of the Federation of Post-secondary Educators of BC, hailed the court's decision as a positive and supportive one for the labour movement.

"The Supreme Court has once again reaffirmed the rights we have to collective bargaining and in doing so sent a strong rebuke to the BC Liberal Cabinet for the contract-ripping legislation they imposed on educators."

The message from the court, she says, "reminds governments at both the provincial and federal level they're making a mistake if they try to ignore the precedent set by this ruling."

Griffin's judgment mirrors an earlier International Labour Organization finding that BC's restrictions on teacher bargaining rights violated the ILO's "Declaration on Fundamental Principles and Rights at

Work." Although the ILO called for remedial action to bring the offending legislation in line with international standards, the government ignored its recommendations.

"The Supreme Court ruling in the BCTF case reaffirms that collective bargaining is a protected right in Canada, just as important as freedom of speech and freedom of thought," said Robert Clift, executive director of the Confederation of University Faculty Associations of BC. "Government is not free to extinguish this freedom because they may find it inconvenient. The BCTF decision, and an earlier decision on a legal challenge launched by the Hospital Employees' Union, will have a long-lasting impact on collective bargaining in British Columbia and the rest of Canada."

Griffin has given the government one year to make changes. ■

Poll: Make PSE More Affordable

A MAJORITY of Canadians believe governments aren't doing enough to make post-secondary education affordable, a recent poll has found.

The Harris Decima poll, conducted for CAUT, also found the majority of respondents (57 per cent) are willing to pay higher taxes to support post-secondary education.

As for the most important way to help improve access, nearly half of respondents support a freeze on tuition fees, while 37 per cent say fees should be lowered.

The majority also say university and college administrators care mainly about the bottom line rather than about quality of education.

If faced with government funding cuts, 52 per cent of those polled said universities and colleges should cut admin costs first. Just 12 per cent said fees should be raised, while 13 per cent said salaries should be cut, and 14 per cent said they believed increasing class sizes was the answer.

"These numbers demonstrate that even if it means paying more taxes, Canadians want the government to do more to improve access to post-secondary education," said CAUT executive director James Turk.

"The majority also believe that when funding is scarce, administrative costs should be targeted for cuts, not salaries or accessibility for students," he added.

Asked whether university and college teachers earn too much, 51 per cent disagree and 27 per cent agreed.

On university research, six in 10 in the poll said researchers should be free from corporate influence, almost double the number of those who said research should be designed to meet private sector needs. ■

ON THE NET

View the poll results at www.caut.ca.

The Harris Decima poll was conducted April 14 to 27, 2011. A sample of 2,000 adult Canadians was interviewed. Results are considered accurate to within ± 2.2 per cent, 19 times out of 20.

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Une juge de la Colombie-Britannique appuie les droits de négociation du personnel enseignant

LA Cour suprême de la Colombie-Britannique a mis en échec les lois qui limitaient le droit des enseignants des écoles publiques de négocier les points essentiels de leur relation d'emploi.

Dans une décision de 103 pages, la juge Susan Griffin a établi que le gouvernement de la Colombie-Britannique a enfreint la garantie de liberté d'association que prévoit la Charte canadienne des droits et libertés en adoptant des lois qui portent atteinte aux droits collectifs du personnel enseignant.

La British Columbia Teachers' Federation (BCTF) avait entamé une contestation judiciaire lorsque deux lois antisyndicales avaient été adoptées par le gouvernement libéral de l'ancien premier ministre Gordon Campbell : la loi 28, *Public Education Flexibility and Choice Act*, en 2002, et la loi 27, *Education Services Collective Agreement Amendment Act*, en 2004.

Les lois controversées annulaient les clauses contractuelles en vigueur sur la composition et la taille des

classes, les niveaux de dotation en personnel, la charge d'enseignement et d'autres conditions de travail, et empêchaient le personnel enseignant de discuter de ces points dans de futures négociations sur leur convention collective.

D'après Susan Lambert, présidente de la BCTF, on ne saurait trop souligner l'importance de cette victoire.

« Maintenant, les enseignants jouissent à nouveau pleinement de leur droit à la libre négociation collective, et nos conventions collectives doivent être reconnues et respectées », a-t-elle indiqué dans un communiqué en date du 13 avril. « Ces dix dernières années, nous avons mis tous nos efforts dans notre lutte incessante pour recouvrer nos droits et retrouver dans nos classes les conditions d'enseignement et d'apprentissage dont les élèves ont besoin et qu'ils méritent. Aujourd'hui, ces efforts reçoivent leur justification. »

Cindy Oliver, présidente de la Federation of Post-secondary Edu-

cators de la Colombie-Britannique, a salué la décision de la cour, qu'elle estime très positive et favorable au mouvement syndical.

« La Cour suprême a une fois de plus réaffirmé nos droits à la négociation collective et ce faisant, blâmé clairement le cabinet libéral de la Colombie-Britannique pour les lois anticonvention imposées aux enseignants. »

À son avis, le message de la cour entend rappeler aux gouvernements provinciaux et fédéral qu'ils feront fausse route s'ils balançaient de la main le précédent créé par ce jugement.

La décision de la juge Griffin n'est pas sans rappeler la conclusion antérieure de l'Organisation internationale du travail (OIT) sur la même question, à savoir que les restrictions imposées à la négociation collective du personnel enseignant de la Colombie-Britannique enfreignaient sa *Déclaration relative aux principes et droits fondamentaux au travail*. L'OIT avait bien demandé que des mesures correctives soient appor-

tées pour que les lois en cause s'alignent sur les normes internationales, mais le gouvernement avait fait la sourde oreille.

« La décision de la Cour suprême dans l'affaire de la BCTF réaffirme que la négociation collective est un droit protégé au Canada, un droit aussi important que la liberté d'expression et la liberté de pensée », a déclaré Robert Clift, directeur général de la Confederation of University Faculty Associations of British Columbia. « Aucun gouvernement n'a le droit d'étouffer cette liberté sous prétexte qu'il la trouve gênante. La décision concernant la BCTF et celle rendue au sujet d'une poursuite antérieure lancée par le Hospital Employees' Union marqueront à jamais la négociation collective en Colombie-Britannique et ailleurs au Canada. »

La juge Griffin a accordé au gouvernement un délai d'un an pour apporter les changements nécessaires. ■

Our Job Is to Judge

➔ From PAGE A12

to questions that are not always susceptible to generalisation or formalisation. It is a context-informed and often unique act of deliberation. In contrast, evaluation occurs in relation to a set of pre-existing standards. Guidelines provided to academics to evaluate students according to a benchmark may be helpful, but often their role is to spare academics the burden of making a judgement.

The ubiquitous evaluation form encourages academics to develop the skill of box-ticking, but it actually distracts them from developing their capacity to judge. It is the form and not the tacit understanding gained through experience that guides the response. This may render the act of evaluation formal and explicit, but our really significant intuitive feelings about a person or a situation cannot be

communicated through template rhetoric.

Yes, university regulations insist that academic judgement regarding an exam result cannot be challenged. However, academic judgement, even in the sphere of assessment, is far from immune to external pressure. A close reading of such regulations indicates that although an academic judgement cannot be challenged, students can appeal if they can identify a "procedural error in the assessment process." Experience shows that complaints against procedure easily mutate into the questioning of the outcome of judgement.

Examination boards are all too aware of this threat and are sometimes forced to suspend their judgement to spare themselves costly procedural wrangles. Often even the mere hint of an impending appeal regarding procedure is sufficient to bring about the alteration or modification of an exam or degree grade.

It is worth noting that, increasingly, academics and their institutions are held legally accountable for their judgement. Academic judgement has become an issue that can be challenged in court, through questions raised about whether the procedures were followed and whether a decision was influenced by extraneous factors.

In a world where process is everything, the capacity to exercise academic judgement has become compromised. For decades, schoolteachers who have been forced to teach to the curriculum have complained about the loss of their freedom to exercise professional judgement. It is about time that academics recognised that they are confronted with a threat that is not dissimilar to the dispossession of the teaching profession of their right to judge.

Academics do not need to be threatened with the sack if they exercise judgement. The current climate

of proceduralism stops lecturers from acting on the basis of deliberation and judgement.

The desire to defend and preserve the unique position of academic judgement is not motivated by an impulse to protect narrow professional privilege. Judging is a creative expression of disciplinary knowledge that can serve as a prelude to conversation and dialogue. The positive potential of an act of judgement depends on the degree to which it is based on experience, reflection and impartiality. As with so many things in life, the dictum "use it or lose it" applies with force. ■

Frank Furedi is professor of sociology at University of Kent.

This article first appeared in the 17 March 2011 edition of *Times Higher Education* (www.timeshighereducation.co.uk). Reprinted with permission.

The views expressed are those of the author and not necessarily CAUT.

First Contract at Atlantic School of Theology

ACADEMIC staff at the Atlantic School of Theology ratified their first contract as union members in March.

Alyda Faber, president of the AST faculty association, said the three-year deal reached late in the evening of March 21 covers salary and working conditions for the eight full-time faculty and two librarians at the school in Halifax.

"Now we have a salary grid with regular step increases, a guarantee of librarian research leave, agreement on sustaining the faculty complement and procedures that spell out steps for grievance and arbitration when differences arise," Faber said. "A first collective agreement is about locking in important basic rights."

The new agreement, inked after 11 months of negotiations and a threatened strike, runs until March 30, 2013. ■

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NEWS ACTUALITÉS

Provincial Budgets Respond Differently to PSE Needs

Manitoba

THE NDP government pledged multi-year funding for post-secondary institutions in its April 12 budget, citing the need to provide a stable fiscal environment. Universities and colleges will receive a five per cent boost in operating grants for each of the next three years.

Tuition fees will rise, but after last year's five per cent increase, students hoping for tuition slack were relieved to see this year's hike pegged to inflation.

College students will see a \$100 increase in tuition fees this year.

The 2011 budget also proposes modest improvements to student bursaries and increases the number of graduate scholarships.

Nova Scotia

DESPITE recording a surplus of more than \$400 million for 2010-2011, the provincial government's 5 April budget continued to beat to the drum of austerity measures.

The budget contained few surprises, as Labour and Advanced Education Minister Marilyn More had already announced in February that "universities in Nova Scotia are being asked to manage within the same financial restraints that all provincial departments and agencies face."

For universities this will mean a four per cent cut in funding this year.

"The government's agenda is cost-cutting, pure and simple, without the slightest regard for the quality of education," said Chris Ferns, president of the Association of Nova Scotia University Teachers. "These cuts mean fewer full-time faculty will be hired and a greater reliance on poorly-paid, underresourced, part-time contract workers, and increased class sizes."

In addition to the cut in funding, the budget announced further reductions to operating grants to be negotiated with universities in a three-year memorandum of understanding.

"Further cuts will likely be disastrous for institutions already facing serious financial difficulties, such as the Nova Scotia College of Art and Design," Ferns said.

"Investing in education offers a way forward for the province's fiscal health."

The Nova Scotia Alternative Budget 2011, released in March by the Canadian Centre for Policy Alternatives, shows that slashing \$772 million from departmental budgets to meet the government's arbitrary goal of balancing the budget by 2013 is counterproductive.

Student reaction to the proposed budget measures was mixed, with some students welcoming the government's "debt cap" of a \$28,560 maximum that will take effect in four years time, while others were disappointed the previous three-year tuition freeze was abandoned. Tuition fees will now rise by nine per cent over the next three years.

"The best way to cut debt for students is to reduce tuition fees," said Elise Graham, chair of the Nova Scotia branch of the Canadian Federation of Students. "Students have been asking for lower tuition fees, more grants for students and more funding for university. Right now

Nova Scotia students have the highest debt load on average in Canada. We're very disappointed with the decisions the NDP government is making."

The budget also promises to continue the \$30 million in student bursaries.

"These student financial assistance measures will do nothing for the 40 per cent of students from outside the province," Ferns said. "Meanwhile, international students are facing a 10 per cent hike and professional programs, such as medicine and dentistry at Dalhousie University, will see increases of 10 to 14 per cent."

Prince Edward Island

WHILE targeting a return to fiscal balance in two years, Prince Edward Island's 2011-2012 budget promised an increase of three per cent for post-secondary education.

The April 6 budget also pledges \$1.1 million in operating funding for Holland College's new West Prince Regional Learning Centre.

Funding for student financial assistance remains unchanged.

Newfoundland & Labrador

THE April 19 provincial budget continued the tuition freeze for the seventh year in a row, while also pledging increases in funding for infrastructure upgrades at Memorial University and College of the North Atlantic.

The budget was silent on additional student assistance measures and students hoping for lowered tuition were disappointed.

"In recent years, Newfoundland and Labrador has led the country in terms of increasing access to post-secondary education and reducing student debt while also improving quality," said Daniel Smith, chair of the Newfoundland and Labrador branch of the Canadian Federation of Students. "However, with a large surplus, and on the heels of delivering more than 15,000 signed Fund the Future postcards to government, students were expecting more out of this budget."

Budget 2011 allocates \$3.2 million for building maintenance and \$7 million for lab upgrades at College of the North Atlantic over three years. Memorial University will receive \$19.8 million and \$7.7 million, respectively.

The budget also announced \$15.4 million over three years for employers who hire apprentices, especially from under-represented groups.

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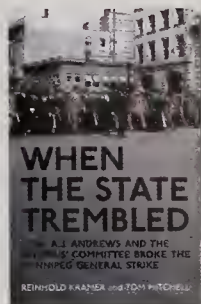
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IN REVIEW

When the State Trembled



How A. J. Andrews and the Citizens' Committee Broke the Winnipeg General Strike

Reinhold Kramer & Tom Mitchell, Toronto, ON: University of Toronto Press, 2010; 464 pp; ISBN: 978-1-44264-219-5, cloth \$75 CAD; ISBN: 978-1-44261-116-0, paper \$35 CAD;

By WILLIAM BRUNEAU

THERE are Canadians who "remember" the vicious coal strike in Glace Bay, Nova Scotia, in 1909, or the 1912 walkout in Cumberland on Vancouver Island that would become the Great Coal Strike, or the death of coal miner and working class rights' advocate Ginger Goodwin in 1918, or the 1918 anti-conscription Easter Riots in Quebec City where four civilians were killed in a shooting match with army soldiers.

After World War I, even more of us "remember" the Winnipeg General Strike of 1919, the topic of the book under review, the Regina Riot of 1935 (two deaths, 120 arrests), Quebec's Asbestos Strike of 1949 (mass arrests and the beginning of the Quiet Revolution), and of course, many more infamous moments in Canadian labour history.

A 20-year-old in 1919 — the year of the Winnipeg General Strike — would be 112 years old today. What, then, does it mean to say "I remember" or "we remember" events going back two, three or more generations? A strict use might suggest a different verb: "I know about." Still, it is not wrong to say "I remember" the Winnipeg General Strike of 1919. This does not mean a person is recalling detail from some long-ago social studies class or university history seminar. Rather, it is an example of "collective memory," or what French theorist Pierre Nora called a "lieu de mémoire" — a site or realm of memory.

If we talk of collective memory, we mean ideas and events that may have come to us in family life, or in a community where they are common currency, or where music featured them, or where art and architecture transmit them. If we talk of a site or realm of memory, we may mean an idea or place or thing or person that betrays or proclaims a connection to the past. There are street corners in north Winnipeg that broadcast, to the cognoscenti at any rate, distinct ideas and attitudes about the city, the country and the past.

Nora has shown it is possible to write history relying on studies of memory realms without denying the archives, facts and details of historical interpretation. His collective work, *Les lieux de mémoire* does that work for France. It is history "less interested in events themselves than in the construction of events over time... less interested in 'what actually happened' than in its perpetual reuse and misuse." (from Nora's 1996 preface to the English translation of *Les lieux*)

Stephen Endicott's *Bienfait: The Saskatchewan Miners' Struggle of '31* (2002) relies on archives and facts, but also deals explicitly with collective memory. The book has the virtue of brevity — 141 pages of text — and the advantage of having to describe two terribly flawed jury trials where union organizers Sam Scarlett and Annie Buller were prosecuted for inciting to riot. A protest during the Bienfait miners' tumultuous 30-day strike

led to the deaths of three workers, buried as martyrs, and remains an event in the collective memory of the prairies.

The Winnipeg General Strike of 1919 invites treatment that mixes a discussion of context, fact and memory. Above all, it needs reliable, accessible and strong arguments. Kramer and Mitchell do these things, and their work deserves to be read by people outside the historical community.

The book's title seemingly limits the work to the Citizens' Committee that broke the 1919 General Strike, but as the reader soon discovers, the authors have given us much more than the title suggests. Kramer and Mitchell show in detail, and with surprisingly good humour, just how mid-level Winnipeg capitalists were able to "capture" the judicial system and to mitigate the effects of the General Strike.

They demonstrate how the Citizens' Committee manipulated the federal government, and even arranged it so anti-labour leaders were officially charged with prosecution of labour leaders after the main event. We have extraordinary and fascinating detail of the way the strike committee functioned, how the business community responded, and of the short- and medium-term consequences of the strike.

Alas, the text runs to 323 pages, followed by 100 pages of endnotes, with a concluding index. The work is aimed at professional historians and students. It is the 39th in the University of Toronto Press series on Canadian social history, few of which have appealed to non-historians. UTP has done the authors a disservice in choosing a ridiculously tiny font. It didn't fool this reader, who calculates the text runs to 180,000 words, not counting notes. Some of this may discourage nonspecialist readers... and that would be a shame.

After all, the volume embodies the good qualities, including excellent proofreading, traditionally associated with UTP books. As social history — and to my surprise, legal history — the book is first-rate. From end

to end, it presents a reliable balance between description and analysis, exposition and argument.

Because it is long, or because the series editor was willing, Kramer and Mitchell have been able to present whole swathes of original documents, word for word. This turns out to be a good thing, for without the documents, readers might find unbelievable the behaviour of the federal government and the judicial system during and after the strike.

In western Canada the Winnipeg General Strike is remembered as an example of heavy-handed state oppression. I have always wondered how far that memory can be trusted. Now Kramer and Mitchell have dispelled my wonderment, or at any rate, have dissipated my doubts.

The main facts are these: between 1896 and 1912, the prairie provinces received a huge flow of immigrants under Prime Minister Wilfrid Laurier's settlement policy, but without ending Anglo-Canadian dominance in the region. Just before the conclusion of World War I, the Bolshevik-led revolution of 1917 had begun in Russia, a convulsion that was deeply worrisome to any who feared labour activism of any sort.

Then Canada's soldiers returned from war, pressing for employment and opportunity. Economic uncertainty, racism, the rapid movement of entire populations, and finally the unsettling effects of a pandemic (the 1918-1920 flu) all added to an atmosphere of uncertainty and fear.

As in 1945 and 1955, the end of war brought high unemployment, an industrial turnaround and inflation, which combined in Winnipeg with the accidental fact that workers from both the private and public sectors had been underpaid for years.

The Winnipeg strike began as a municipal labour action, but rapidly intensified as city council voted compulsory arbitration of dis-

See WHEN THE STATE TREMBLED Page A10 ➔

QUICK PICKS



A Different Kind of Politics: Readings on the Role of Higher Education in Democracy

Derek W. M. Barker & David W. Brown, eds. Dayton, OH: Kettering Foundation Press, 2009; 124 pp; ISBN: 978-0-92399-328-3, paper \$10.95 USD.

Higher education plays a vital role in democracy by educating future generations of citizens and producing cutting-edge knowledge to advance solutions to public problems. Most higher education institutions are talking about civic engagement yet they often mean disseminating information, providing technical assistance, or building public support for their programs. What is happening or could happen in the civic engagement movement to transform democracy? A vibrant civic movement has taken root throughout higher education, but what kind of democracy does it reflect? *A Different Kind of Politics* presents Kettering Foundation research on the democratic implications of the civic engagement movement in higher education. The contributions reflect on efforts to treat students as active learners and engaged citizens, undertake new forms of professionalism that treat citizens as the primary actors in politics, and build genuinely democratic relationships with communities.



Higher Learning, Greater Good: The Private & Social Benefits of Higher Education

Walter W. McMahon, Baltimore, MD: The Johns Hopkins University Press, 2009; 432 pp; ISBN: 978-0-80189-053-6, cloth \$45 USD.

A post-secondary education has long been acknowledged as essential for both personal success and economic growth. But the measurable value of its non-monetary benefits has until now been poorly understood. Walter McMahon, a leading education economist, carefully describes these benefits and suggests that higher education accrues significant social and private benefits. A post-secondary degree brings better job opportunities, higher earnings and even improved health. Higher education also promotes democracy and sustainable growth and contributes to reduced crime and lower state welfare and prison costs. These social benefits are substantial in relation to the costs of funding education. Offering a human capital perspective on these and other higher education policy issues, McMahon suggests that poor understanding of the value of nonmarket benefits leads to underinvestment and offers policy options that can enable state and federal governments to increase investment in higher education.

L'ACPPU décerne sa plus haute distinction à une professeure de Montréal

LE Prix d'excellence académique 2011 de l'ACPPU a été remis le 7 mai à la professeure de linguistique et de traduction de l'Université de Montréal, Monique Cormier, lors de l'assemblée du Conseil de l'association qui s'est déroulée à Ottawa.

Éminente spécialiste de la traduction et de l'interprétation, la professeure Cormier est réputée pour l'excellence et le caractère innovateur de son enseignement. Dans le but de centrer la pédagogie sur l'étudiant, elle a appliqué à son enseignement la méthode d'apprentissage par problèmes, dont elle a fait la démonstration à l'université catholique pontificale du Chili, et qui l'a adoptée depuis lors. Elle a formé des centaines de traducteurs et de spécialistes de la langue et a supervisé, aux deuxième et troisième cycles, 16 doctorants, deux postdoctorants et 57 étudiants à la maîtrise.

« Le fait que sept de ses étudiants au doctorat enseignent maintenant dans des universités canadiennes témoigne du haut niveau de son mentorat », ont souligné les membres du jury dans leur recommandation.

Chercheuse prolifique, la professeure Cormier a publié de nombreux écrits dans son domaine d'étude. L'un des ouvrages qu'elle a co-rédigés, *Terminologie de la traduction*, a été traduit dans onze langues. Elle collabore régulièrement



Monique Cormier

à des revues de premier plan et elle a jusqu'ici présenté les résultats de ses travaux dans douze pays. Elle compte à son actif une centaine de publications et elle est l'auteure de 12 livres et de 71 articles de revues

scientifiques et chapitres de livres. De surcroît, Mme Cormier siège au comité de rédaction de huit revues spécialisées d'envergure nationale et internationale. Elle est lauréate de nombreux prix et distinctions

provinciales, nationales et internationales, et elle a été nommée membre de la Société royale du Canada en 2007. Le gouvernement du Québec lui a décerné en 2009 sa distinction la plus prestigieuse, le prix Georges-Émile-Lapalme.

En tant qu'universitaire, elle joue un rôle influent au sein de la société québécoise depuis 34 ans. Elle a siégé à une multitude de comités et de conseils professionnels, dont l'Ordre des traducteurs, terminologues et interprètes agréés du Québec où elle a occupé les postes de présidente et de vice-présidente. Elle a de plus fait figure de pionnière dans l'organisation d'activités culturelles interactives pour le grand public en lançant en 2003 la Journée québécoise des dictionnaires, puis en 2005 la Semaine des dictionnaires.

« La professeure Cormier est engagée à fond dans la vie de sa communauté, de même que dans la société à toutes les échelles, et elle a maintes fois démontré son excellence dans son enseignement, ses recherches et ses activités de service », a déclaré le directeur général de l'ACPPU, James Turk. « C'est pourquoi nous sommes heureux de lui rendre hommage en lui décernant notre distinction la plus prestigieuse. » ■

English on page A6.

Sondage : l'éducation postsecondaire devrait être plus abordable

D'APRÈS les résultats d'une récente enquête, une majorité de Canadiennes et de Canadiens estime que les gouvernements n'en font pas assez pour rendre l'éducation postsecondaire plus abordable.

Selon un sondage Harris-Décima commandé par l'ACPPU, la plupart (57 %) des personnes interrogées sont prêtes à payer davantage d'impôts afin de soutenir l'enseignement postsecondaire et 34 % pensent que la meilleure façon d'aider les étudiantes et les étudiants est d'offrir un plus grand nombre de bourses.

En qui a trait à l'accessibilité, près de la moitié des répondants jugent que le meilleur moyen de faciliter l'accès aux études supérieures est de geler les droits de scolarité, tandis que 37 % considèrent qu'ils devraient être abaissés.

En général, les répondants trouvent que les administrations des universités et des collèges s'intéressent avant tout aux résultats financiers et qu'elles devraient se concentrer davantage sur la qualité de l'enseignement.

Advenant des compressions budgétaires de la part du gouvernement, 52 % des personnes sondées ont répondu que les universités et les collèges devraient d'abord réduire leurs coûts administratifs. Seulement 12 % considèrent que les droits de scolarité devraient être augmentés, alors que 13 % pensent que les salaires devraient être réduits et que 14 % croient que l'augmentation du nombre d'étudiants par salle de classe est la solution.

« Ces chiffres montrent que les Canadiens souhaitent que le gouvernement en fasse davantage pour faciliter l'accès à l'enseignement postsecondaire, même s'il faut pour cela hausser les impôts », a déclaré James Turk, directeur général de l'ACPPU. « La majorité croit aussi que lorsque le financement est limité, les coûts administratifs devraient être les premiers touchés par les compressions, plutôt que les salaires ou l'accessibilité des étudiantes et étudiants à l'enseignement postsecondaire. »

À la question portant sur le salaire du personnel enseignant des universités et des collèges, 51 % des personnes sondées considèrent que les membres du corps professoral ne sont pas trop payés, alors que 27 % pensent l'inverse.

En ce qui concerne la recherche universitaire, six personnes sur 10 ont répondu que les chercheurs devraient être libérés de toute influence du milieu des affaires, près du double de celles qui pensent que la recherche devrait être conçue pour satisfaire aux besoins du secteur privé. ■

SUR LE NET

Les résultats du sondage peuvent être téléchargés à www.acppu.ca.

Le sondage Harris-Décima a été réalisé du 14 au 27 avril 2011 auprès d'un échantillon aléatoire de 2 000 adultes canadiens. La marge d'erreur est de $\pm 2,2$ points de pourcentage, 19 fois sur 20.

English on page A7.

Les universités créent-elles des alliances aux dépens de l'intégrité?

→ Suite de la PAGE A3

pendante par rapport aux décideurs politiques, comment pouvons-nous servir l'intérêt public?

L'EEEC ne répond en aucun cas aux exigences de gouvernance collégiale et de transparence. Selon son site web, ses principales activités semblent consister essentiellement à établir des liens entre le gouver-

nement et l'industrie et à faire très peu sur le plan du savoir. Comment pouvons-nous maintenir notre indépendance académique et assurer l'échange libre et ouvert d'idées devant une alliance aussi solide entre l'entreprise et l'État?

La protection de l'autonomie et de l'intégrité académiques contre les incursions de l'entreprise et de l'État est une question pressante. Par

tout dans le monde, les grandes entreprises agricoles, pharmaceutiques et énergétiques concluent de plus en plus d'ententes avec les universités et les collèges à la recherche de nouvelles sources de financement pour appuyer les programmes de recherche et d'enseignement. Nous devons trouver des moyens de protéger la mission des établissements d'enseignement, leur obligation de

servir l'intérêt du public et les engagements institutionnels à l'égard de la liberté académique. L'ACPPU travaille de concert avec l'American Association of University Professors pour établir des lignes directrices à l'égard de telles alliances avec les collèges et universités. Ces lignes directrices seront fort importantes dans les années à venir. ■

When the State Trembled

→ From PAGE A9

putes with its workers, and as federal mediation failed. Building and metal trades workers quickly grouped in union federations. By early May 1919, the Winnipeg Trades and Labour Council had joined the cause and unionists from more than 50 locals voted to support the strike call. On May 15 the largest strike in Canadian history began.

The media claimed strikers were not-so-secret Bolsheviks. One might think this, along with worker indignation, explained why 30,000 workers walked off the job, closing the city's factories, crippling its retail trade and stopping the trains, but the causes lay deeper.

The response of Winnipeg's business and political elite was the creation of a counter-strike committee known as the "Citizens' Committee of 1000." The committee, actually numbering about 50, was modeled on similar committees in the United States. The authors amusingly show how A.J. Andrews, a prominent

member of the Winnipeg legal community and founding member of the Citizens' Committee, along with other leaders in the campaign against Winnipeg's working-class revolt, used their influence to convince governments at all three levels that the Central Strike Committee and the Trades and Labour Council were entirely in charge of Winnipeg by late May. It was a short distance to the claim that strike leaders were guilty of sedition.

The authors also show how the legal system, mainly by making picketing difficult or impossible, helped to lead working people to organize themselves, in hopes of decent wages and working conditions.

By June 9, the Citizens' Committee had persuaded the federal government to bring in the Royal North-west Mounted Police (the RCMP's predecessor) and special constables. The arrest of strike leaders in early morning raids on June 17 triggered a demonstration and violent police response four days later on "Bloody Saturday" that ended with two

dead, dozens of casualties and federal troops occupying city streets.

An inquiry under Mr. Justice R.A. Robson, launched by the provincial government in July 1919, recognized, backhandedly, the justice of the workers' cause, however unfortunate their methods. But by then the strike was long over and the preliminary hearing and trial of those accused of inciting a riot — an illegal act under sedition — was over. One labour leader had been deported, and several found themselves behind bars for many months.

It is a signal contribution of the book's authors to show, using previously unknown letters exchanged between Andrews, directing the operations of the Citizens' Committee, and acting Minister of Justice Arthur Meighen, how far the business community had co-opted the apparatus of state in 1919-1920. Equally valuable is the authors' carefully evidenced and well-written discussion of the ethnic and racialist views of the Committee of 1000 and the administrative and judicial

consequences of those views.

In 1983, the Solidarity Movement in British Columbia came within two days of creating the necessary conditions for a province-wide general strike. The Social Credit government of the day, famous for its business-minded and obscurantist policy, certainly helped. Rank-and-file unionists, including a sizeable contingent of University of British Columbia Faculty Association members (among them this reviewer), thought it would have been a good idea to go through with a general strike. The movement's leadership and the premier of the day came to an understanding, and the air went out of Solidarity.

In reading *When the State Trembled* one can make a far better estimate of the advantages and dangers of a general strike. This adds to the value of the book. But above all, it is a well crafted and reliable history. It deserves a wide readership. ■

William Bruneau is professor emeritus at the University of British Columbia.

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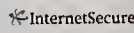
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TENURE-TRACK POSITION IN MATERIALS CHARACTERIZATION AT MCMASTER UNIVERSITY



The Faculty of Engineering at McMaster University invites applications for a tenure-track faculty position in the area of **Materials Characterization**. The appointment is intended to be at the Assistant or Associate Professor level; however, consideration will also be given to exceptional candidates at the Full Professor level. This position will expand upon current McMaster expertise in materials analysis and nuclear materials as well as contributing to the Faculty's strategic initiatives in sustainability.

The applicant should have expertise in the field of advanced characterization techniques, including transmission electron microscopy or/and atom probe field ion microscopy, with a focus on structure and properties relationships of materials. The applicant is expected to develop a strong externally funded research program and capitalize on existing and new infrastructure at the university and in particular at the state-of-the-art Canadian Centre for Electron Microscopy. This centre currently houses two aberration-corrected microscopes and will commission a 3D Atom Probe and an Auger Scanning Microscope. Over the last few years, McMaster University has received funding from the Canada Foundation for Innovation, the Ministry of Research and Innovation and the Natural Sciences and Engineering Research Council totaling approximately \$40M in materials analysis at the Canadian Centre for Electron Microscopy and the Centre for Advanced Nuclear Systems. This position will build upon faculty expertise in materials engineering, as well as facilities and experience available through the Brockhouse Institute for Materials Research.

Applicants must have earned a Ph.D. in Materials Science/Engineering, Physics, Applied Physics or a closely related discipline. The successful applicant will be expected to develop an effective research program and demonstrate a strong commitment to teaching and curriculum development at both the undergraduate and graduate levels. The Faculty expects the successful candidate to become registered with the Professional Engineers of Ontario. Where full licensure is not possible, a limited license is also acceptable.

Interested applicants should send a letter of application, curriculum vitae, statements of teaching and research interests, a selection of research publications, and the names and addresses of at least three references to:

Faculty Selection Committee
Department of Materials Science and Engineering, McMaster University
1280 Main St. West, Hamilton, Ontario, L8S 4L7, Canada
Email: matsci@mcmaster.ca
Reference: MATERIALS ANALYSIS 2011

This position is available as of **July 1, 2011** and will remain open until the position is filled. Applications by e-mail are encouraged.

All qualified applicants are encouraged to apply; however, Canadian Citizens and permanent residents will be given priority. McMaster University is strongly committed to employment equity within the community, and to recruiting a diverse faculty and staff. The University welcomes applications from all qualified applicants, including women, members of visible minorities, Aboriginal persons, members of sexual minorities, and persons with disabilities.

Advertising Closing Dates Dates de tombée pour la publicité

Closing dates to place, change, renew, or cancel your advertising material in the *CAUT Bulletin* are listed below. Ad placement closing dates are also the materials due dates. Requests for copy changes, art changes, cancellations, late postings or renewals will generally not be accepted after an ad closing date, and none should be presumed executed without acknowledgment from the *Bulletin*.

ISSUE NUMÉRO	CLOSING DATE DATE DE TOMBÉE
September 2011 septembre	August 10 août 2011
October 2011 octobre	September 07 septembre 2011
November 2011 novembre	October 12 octobre 2011
December 2011 décembre	November 09 novembre 2011
January 2012 janvier	December 07 décembre 2011
February 2012 février	January 11 janvier 2012
March 2012 mars	February 08 février 2012
April 2012 avril	March 14 mars 2012
May 2012 mai	April 11 avril 2012
June 2012 juin	May 09 mai 2012

Les dates de tombée pour réserver, modifier, renouveler ou annuler une annonce à publier dans le *Bulletin de l'ACPPU* sont indiquées ci-dessus. Les dates de tombée des annonces sont aussi les dates de soumission du texte publicitaire. De façon générale, la rédaction du *Bulletin* n'acceptera pas les modifications au texte et aux illustrations, les annulations, les renouvellements ni le matériel soumis en retard après la date de tombée des annonces. Il ne peut être présumé que l'une ou l'autre de ces requêtes a été exécutée sans la confirmation expresse de la rédaction du *Bulletin*.

CAUT ACCPU
BULLETIN

A

■ ANTHROPOLOGY — University of Guelph. The Department of Sociology and Anthropology at the University of Guelph invites applications for a tenure-track position in Anthropology at the rank of Assistant Professor, effective January 2, 2012. A PhD in Anthropology is preferred. The successful candidate will have a strong research programme, preferably with areas of expertise in medical anthropology, international development, and/or indigenous peoples' issues. We seek candidates committed to cross-cultural research that will complement our department strengths, as well as our focus on publicly engaged anthropology and social justice in North America and the Global South. The ethnographic area is open. The successful applicant should be able to teach within the range of our core courses, including anthropological theory, regional ethnography and kinship and social organization. These courses run from second year undergraduate through senior seminars. Being able to contribute to graduate teaching in theory, methods and/or a substantive area is a must. Beyond these requirements, there is also the potential to develop new courses. The Department of Sociology and Anthropology offers an undergraduate Major in Anthropology and an MA in Public Issues Anthropology. The Department also has a Major, Minor and area of concentration in Sociology. The Department is one of the main contributors to the Interdisciplinary Development Studies program, the Criminal Justice and Public Policy program, which is a collaborative program between the Department of Sociology and Anthropology and the Department of Political Science. The Department is also home to MA and PhD programs in Sociology and an MA and PhD program in Criminal Justice Policy (jointly offered with the Department of Political Science), as well as providing a home department to students in the Collaborative MA and PhD programs in International Development Studies. The department holds a Canada Research Chair in Public Policy in Criminal Justice. Applications must include a letter of application (including a statement of teaching and research interests), a curriculum vitae, a teaching dossier (including a teaching philosophy, course outlines, and course evaluations), and selected recent published scholarly work. Applicants should provide contact information for three referees. Applications should be submitted no later than September 15, 2011 to: Dr. Joseph Tindale, Interim Chair, Department of Sociology and Anthropology, University of Guelph, Guelph, Ontario, Canada, N1G 2W1. More information about the Department of Sociology and Anthropology can be found at <http://www.sociology.uoguelph.ca/>. All qualified candidates are encouraged to apply, however, Canadian and permanent residents will be given priority. The University of Guelph is committed to equity in its policies, practices, and programs, supports diversity in its teaching, learning and work environments, and ensures that applications for members of underrepresented groups are seriously considered under its employment equity policy. All qualified individuals who would contribute to the further diversification of our University community are encouraged to apply.

■ ARCHITECTURE (DIRECTOR) — Dalhousie University. Dalhousie University invites applications for the position of Director of the School of Architecture. The new Director will bring academic leadership to the School, working with the Dean and the faculty to strengthen the curriculum and develop an academic plan that builds on the School's existing strengths. The new Director will be involved in teaching and will be responsible for program administration. This appointment is for a five-year term. It is also a tenureable faculty appointment at the level of Professor or Associate Professor. Dalhousie University is located in downtown Halifax, a coastal city of 360,000 and the metropolitan centre of Atlantic Canada. With 13,000 undergraduate students, 3,500 graduate students, and 1,000 faculty members, it is the leading research university in the region. The School of Architecture offers an accredited professional program that leads to a Master of Architecture degree. The program has a strong orientation toward design and innovation in Atlantic communities and abroad. Co-op work terms enable our 220 students to work in architectural offices or government, integrating professional experience and academic study. The School also offers two post-professional graduate programs. Additional descriptions of the School of Architecture are available at <http://arch.dal.ca/positions>. An applicant for the position must have the following qualifications: a professional degree in architecture; a distinguished record in teaching; evidence of excellence in professional design practice and/or architecture and/or scholarship; and evidence of promise as an academic leader and administrator. Please prepare a printed application package that includes all of the following items: 1. a letter of interest that describes your teaching record and your previous academic and administrative leadership; 2. your curriculum vitae (5–10 pages); 3. contact information for four references (name, title, address, phone, e-mail); 4. a completed questionnaire from Dalhousie University; <http://tinyurl.com/6aocw3p>; 5. samples of your teaching work (course syllabus, work by students, 10–20 pages); 6. samples of your professional design work, funded research, and/or published scholarship (10–20 pages). Please send your application package by mail or courier (not e-mail) to: Prof. Stephen Parcell, Chair, Director Search Committee, School of Architecture, Dalhousie University, 4459 Oxford Street, Halifax, Nova Scotia, Canada, B3H 4R2. For courier deliveries the street address is 5410 Spring Garden Road and the phone number is (902) 494-3210. Review of applications will begin on May 15, 2011 and continue until the position is filled. Please direct questions to Martin Barakat, Administrative Secretary to the Dean of the Faculty of

Publisher's Statement

The *CAUT Bulletin* will not accept advertisements from for-profit post-secondary institutions or job advertisements restricting applications on grounds of race, national origin, religion, colour, sex, age, marital status, family status, ethnicity, disability, sexual preference, social origin, or political beliefs or affiliation. CAUT expects that all positions advertised in the *Bulletin* are open to both men and women. Advertisements using restrictive language will not be accepted except when the language is consistent with human rights legislation. Where any bona fide reasons for exemption from general policy stated above exist, it is the responsibility of the institution which intends to place a restrictive advertisement to provide the Editor of the *Bulletin* with a statement as to these reasons. The CAUT Policy Statement on Academic Freedom (www.caut.ca/pages.asp?page=247&lang=1) contains fundamental statements of principle which reflect key priorities of this organization. The *CAUT Bulletin* thereby reserves the right to refuse advertisements from any post-secondary institution where such advertisement or practice of the institution appears to demonstrate an intention to restrict (or has in fact restricted) academic freedom.

As a service to CAUT members interested in positions available in other countries, the *Bulletin* accepts advertisements for those positions. The view of academic freedom and the extent to which it is protected in other countries may vary. Except in the case of the United States, where the American Association of University Professors (AAUP) investigates alleged violations of academic freedom, there is no method by which we can provide any verifiable information concerning the state of academic freedom at institutions outside of Canada. CAUT publishes a list of colleges and universities censured by AAUP twice a year. Further information about those censures can be obtained by writing to AAUP, 1133 Nineteenth Street, NW, Suite 200, Washington, DC 20036, tel: (202) 737-5900 or visit www.aaup.org.

Déclaration de l'éditeur

Le *Bulletin de l'ACPPU* n'accepte ni les publicités des établissements postsecondaires à but lucratif ni les offres d'emploi qui restreignent les candidatures pour des raisons de race, d'origine raciale, de religion, de couleur, de sexe, d'âge, d'état civil, de situation familiale, ethniques, d'incapacité, d'orientation sexuelle, d'origine sociale ou de convictions ou d'attaches politiques, générales. L'ACPPU s'attend à ce que tous les postes annoncés dans le *Bulletin* soient offerts aux hommes et aux femmes. Les annonces utilisant un langage restrictif ne seront pas acceptées à moins qu'elles ne soient conformes à la Loi sur les droits de la personne. Il incombe à l'établissement qui a l'intention de faire paraître une annonce restrictive de fournir à la rédaction du *Bulletin* une déclaration énonçant ces raisons. L'énoncé des principes fondamentaux de l'ACPPU sur la liberté académique (www.acppu.ca/pages.asp?page=247&lang=2) reflète les priorités clés de cette organisation. Le comité de rédaction du *Bulletin de l'ACPPU* se réserve donc le droit de refuser de publier les annonces d'un établissement postsecondaire dans le cas où la politique de l'établissement ou les pratiques de cet établissement démontrent l'existence d'une intention de restreindre la liberté académique (ou restreignent en fait celle-ci).

Le *Bulletin* accepte les offres d'emploi à l'étranger du Canada à but de service pour les membres de l'ACPPU qui pourraient être intéressés. La perception de la liberté académique et son degré de protection peuvent varier d'un pays à l'autre. À l'exception des États-Unis, où l'Association of University Professors enquête sur des prétendues violations de la liberté académique, il n'existe aucune méthode nous permettant de vérifier la situation de la liberté académique dans les établissements postsecondaires étrangers. Deux fois par année, l'ACPPU publie une liste des collèges et des universités censurées par l'AAUP. Pour obtenir d'autres renseignements sur ces censures, s'il vous plaît écrire à l'AAUP, 1133 Nineteenth Street, NW, Suite 200, Washington, DC 20036, tél: (202) 737-5900, ou de visiter www.aaup.org.

CAREERS CARRIÈRES

Architecture and Planning, martha barnstead@del.ca or (902) 494-3210. All qualified candidates are encouraged to apply, however, Canadians and permanent residents will be given priority. Dalhousie University is an Employer Equity/Affirmative Action Employer. We encourage applications from individuals of all ages, ethnicities, languages, sexual orientations, and abilities, including persons with a disability, racialized persons, and women.

B

BUSINESS (MANAGEMENT & STRATEGY) — University of Windsor. The Odette School of Business at the University of Windsor is inviting applications for two tenure-track positions at the rank of Assistant Professor, one in the area of Management and Strategy commencing as early as July 1, 2011 and the other in the area of Marketing commencing July 1, 2012. For a detailed position description visit our website at www.uwindsor.ca/facultypositions. Contact: Dr. Allan Conway, Dean, Odette School of Business, University of Windsor, 401 Sunset Ave., Windsor, Ontario, N9B 3P4; Tel: (519) 253-3000, Ext. 3091; Fax: (519) 973-7073; E-mail: aconway@uwindsor.ca. For information on the University of Windsor or the City of Windsor, contact Geri Paceco, Coordinator, Faculty Recruitment at 877-665-6608 (Toll free within North America, call collect outside of North America at 001-519-561-1432 or Email: recruit@uwindsor.ca).

BUSINESS (MARKETING) — University of Windsor. The Odette School of Business at the University of Windsor invites applications for a tenure-track position at the rank of Assistant Professor in the area of Marketing commencing July 1, 2012. For a detailed position description visit our website at www.uwindsor.ca/facultypositions. Contact: Dr. Allan Conway, Dean, Odette School of Business, University of Windsor, 401 Sunset Ave., Windsor, Ontario, N9B 3P4; Tel: (519) 253-3000, Ext. 3091; Fax: (519) 973-7073; E-mail: aconway@uwindsor.ca. For information on the University of Windsor or the City of Windsor, contact Geri Paceco, Coordinator, Faculty Recruitment at 877-665-6608 (Toll free within North America, call collect outside of North America at 001-519-561-1432 or Email: recruit@uwindsor.ca).

C

CRIMINOLOGY — University of the Fraser Valley. Located in beautiful Abbotsford, British Columbia, Canada (just outside of Vancouver), the School of Criminology and Criminal Justice invites applications for one full-time faculty position to begin August 1, 2011 (subject to budgetary approval). The University of the Fraser Valley is the school of choice for 16,000 students annually pursuing more than 80 degrees, diploma and certificate programs. Our commitment to teaching excellence is supported by small class sizes, support for active research and scholarship, and a friendly supportive environment open to collaboration and innovation. According to the Globe and Mail's 2010 Canadian University Report, UVF is at the top of the list for the small universities category, earning an A grade in most satisfied students in quality of education, and teaching, and an A+ in student-faculty interaction and class size. The School of Criminology and Criminal Justice has approximately 400 program students and offers a B.A. degree in Criminal Justice and Canada's only Master of Arts in Criminal Justice. A PhD in Criminology, Criminal Justice, or a related discipline is required. Evidence of quality teaching and research, and a demonstrated ability to teach core curriculum at the undergraduate and graduate levels, advise and supervise students, and help fulfill a broad range of school and university commitments are also required. Preference will be given to candidates who demonstrate an expertise in innovations in Canadian policing, crime reduction, and crime prevention. Candidates should submit curriculum vitae; statement of teaching philosophy; research agenda; official transcripts of all graduate level work, and three letters of reference. Applications, closing Post 2011.28, should be sent to: Employee Services, University of the Fraser Valley, 33844 King Road, Abbotsford, BC, Canada V2S 7M6; Tel: (604) 854-4554; Fax: (604) 854-1538; Website: www.uvfc.ca. Email resumes to: emilof@uvfc.ca. The Selection Advisory Committee will begin reviewing applications on May 15, 2011, however, the position will remain open until filled. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. In an effort to be both environmentally and fiscally responsible, UVF will contact only candidates receiving an interview. We thank all applicants for considering UVF for employment. UVF is committed to the principle of equity in employment.

E

EARTH & SPACE SCIENCE (CRC TIER 1) — York University. York University offers a world-class, modern, interdisciplinary academic experience in Toronto, Canada's most multicultural city. York is at the centre of innovation, with a thriving community of almost 60,000 faculty, staff and students who challenge the ordinary and deliver the unexpected. Since its founding in 1959, York has continued to grow, innovate and evolve. Now Canada's third-largest university, York has a student population of 51,000, and an alumni community of more than 190,000. Committed to a superior student experience, the University has an international reputation for excellence in research, teaching and practice in innovative undergraduate and professional programs. York delivers programs through 10 faculties, including the Faculty of Science and Engineering, and has 22 research centres and institutes. Applications are invited for a Tier 1 Canada Research Chair in the areas of Earth and Space Science. The anticipated start date is January 1, 2012. The primary affiliation of the successful candidate will be with the Department of Earth and Space Science & Engineering (ESSE) within the Faculty of Science and Engineering. The selected candidate will also become a member of the Centre for Research in Earth and Space Science (CRESS). The intent is to build on the heritage and strength of CRESS in planetary science, particularly for research in areas associated with climate change and planetary science. The ideal candidate will have an outstanding track record in leading a research program involving laboratory

development of scientific instruments that are applied in Earth based field measurements, and also space missions. Candidates are sought who would bring a new research program to York University that complements ongoing work within CRESS and makes use of similar platforms for field research (e.g., aircraft, balloons, spacecraft). It is expected that the selected candidate will attract support from the Canadian Space Agency (CSA), and provide leadership for imminent expansion plans in the areas of Earth and Space Science. Candidates must have a PhD, post-doctoral experience, an outstanding record in research and teaching, and demonstrated leadership ability. This appointment is subject to approval by the CRC program review process. Eligibility criteria and CRC program information can be found at the following website: <http://www.chairs-chaires.gc.ca>. Applicants are requested to submit a curriculum vitae, a detailed research plan, a description of teaching philosophy and preference, a summary of research publications, and the names of five referees to: Chair, CRC Search Committee, Department of Earth and Space Science & Engineering (ESSE), York University, 4700 Keele Street, Toronto, Ontario, M3J 1P3. The search is now open and completed applications will be accepted until a suitable candidate is selected. York University is an Affirmative Action Employer. The Affirmative Action Program can be found on York's website at www.yorku.ca/academic or a copy can be obtained by calling the affirmative

action office at 416-736-5713. All candidates are encouraged to apply; however, Canadian citizens and Permanent Residents will be given priority.

EDUCATION — St. Thomas University. The Education Department, St. Thomas University invites applications for a tenure-track appointment (Secondary Science & Mathematics Education), at the rank of Assistant Professor, to begin July 1, 2011 or as soon as possible thereafter (pending budgetary approval). St. Thomas University is an undergraduate, liberal arts institution whose roots are in the faith and tradition of the Roman Catholic Church. With an enrolment of 2,400, its students graduate with Bachelor of Arts, Applied Arts, Education, and Social Work degrees. The faculty members are distinguished teachers, researchers and scholars, and the University holds four Canada Research Chairs. The successful candidate will contribute to pre-service middle and secondary level science and mathematics education field placement supervision, and at least one additional teachable/core area. The successful candidate must hold or be close to defending a doctoral degree in a field related to Science/Mathematics Education. Preferred qualifications include a PhD in Education with a concentration in secondary science/mathematics education or STEM specialty. Qualifications: 1. Commitment to teaching excellence at the university level and public school system is a must. An undergraduate science/mathematics degree, a Bachelor of Education and a minimum of a

NB Teaching Certificate level 5 or equivalent, and three years teaching experience in middle/secondary classroom are required; 2. Demonstrated knowledge and use of innovative pedagogies including: thoughtful and deliberate student-centered teaching and learning opportunities, guided by constructivist and critical inquiry perspectives, with appropriate embedded technology; 3. Ability to work collaboratively with faculty, staff, students, and members of the education community to foster scholarship, research, and program development; 4. Evidence of a strong research programme. Experience in the design, development and/or delivery of e-learning programs/courses for diverse student populations would be an asset. Applications will include a description of the applicant's teaching experience, scholarly interests and achievements, and potential contributions to the Faculty, a current curriculum vitae (SSHR format preferred), a teaching statement and evidence of teaching effectiveness some of which might include sample course syllabi, teaching evaluations and a statement of teaching philosophy and interests. Two current samples of scholarly work, copies of reference sent directly to: Dr. Shaunda Wood, Associate Professor & Chair, Education Department, St. Thomas University, 51 O'Brien Drive, Fredericton, NB, E3B 6G3. Closing date: May 6, 2011, or when position is filled. Applicants are responsible

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Canada Research Chair SSHRC Tier 2

Lakehead University seeks to attract an outstanding internationally recognized and respected scholar external to the University to be considered for a Tier 2 Canada Research Chair (CRC). We are specifically searching for a candidate with a demonstrated research record in the *social sciences and humanities* whose research program will fit the vision and goals outlined in Lakehead University's Strategic Research Plan in the following priority areas of research: **Aboriginal Studies; Culture and Society; Environmental and Resource-based Development, Education and Policy; and/or Northern Studies.** For additional details regarding the strategic priority areas, interested candidates are encouraged to review Lakehead University's Strategic Research Plan on our website at: http://vpresearch.lakeheadu.ca/uploads/lu_srp_senate_approved.pdf.

The successful candidate will hold a doctoral degree, have excellent research credentials, and have a demonstrated record of, or potential to attract, external research funding. Tier 2 positions are intended for emerging scholars with the potential to retain or achieve international recognition in their fields in the next five to ten years. The successful candidate must also be able to work effectively with undergraduate and graduate students. Candidates must have the necessary qualifications to be appointed as a tenured or tenure track professor at the Assistant or Associate level. Normally, the Tier 2 CRC competition is open to candidates who have at most ten years of experience from the highest degree at the time of nomination.

Lakehead University offers on-campus and community-based programs, continuing education and distributed learning, and graduate programs at the Master's and Doctoral levels. Lakehead is a comprehensive University providing an impressive array of programs in professional, arts, and sciences and the west campus of the Northern Ontario School of Medicine. The University has an enrolment of approximately 8,100 students at campuses in Thunder Bay and Orillia, with a significant Aboriginal contingent at the Thunder Bay campus. For further information please access: www.lakeheadu.ca.

Please visit our website at:

<http://hr.lakeheadu.ca/employment.php>

Applications and nominations including a curriculum vitae, five-year research plan, and three publications that demonstrate a significant contribution to the field should be sent to:

Dr. Rui Wang, Vice-President Research, Economic Development and Innovation
Lakehead University, 955 Oliver Road
Thunder Bay, Ontario, Canada P7B 5E1
tel: 807-343-8201 e-mail: Janice.Pellizzari@lakeheadu.ca

In addition, three confidential letters of recommendation should be e-mailed directly by the referees to Janice.Pellizzari@lakeheadu.ca.

Review of applications will begin on June 30, 2011 until the position is filled.

Please note that this position is subject to review and final approval by the CRC Secretariat in Ottawa. For additional information on the CRC program, please visit the program website at: www.chairs.gc.ca.

Lakehead University is an Equal Opportunity Employer. The CRC program imposes no restrictions with regard to nationality or current country of residence.

Lakehead
UNIVERSITY

lakeheadu.ca

CAREERS CARRIÈRES

www.yorku.ca/acadjobs

York University offers a world-class, modern, interdisciplinary academic experience in Toronto, Canada's most multicultural city. York is at the centre of innovation, with a thriving community of almost 60,000 faculty, staff and students who challenge the ordinary and deliver the unexpected.

Faculty of Liberal Arts & Professional Studies

ENGAGING OPPORTUNITIES

Become part of the Faculty of Liberal Arts & Professional Studies (LA&PS), a diverse community committed to building an ever more engaged student body. Larger than many universities in Canada, the Faculty offers 59 undergraduate and 23 graduate programs taught by over 1,250 full- and part-time faculty who provide a quality learning experience for some 25,000 undergraduates and 1,800 graduate students. Within its 21 academic units, LA&PS brings together Canada's most comprehensive group of disciplinary and interdisciplinary academic programs and researchers in social sciences, humanities and related professional programs.

Place yourself in the company of faculty who see their research, teaching and university citizenship as integral to their profession, where a perpetually evolving array of programs enlighten and serve students, while contributing to the greater society and facilitating the creation of new knowledge. LA&PS has forged mutually supportive ties with its local and global neighbours that your participation as an educator will help extend. Make the most of this engaging opportunity. Apply now.

The application deadline for all positions is **May 20, 2011**, although late applications may be accepted for unfilled positions. The start date for all positions is July 1, 2011 or as soon as possible thereafter. All positions are full-time teaching appointments with a teaching load of three full-year courses or equivalent, and they terminate June 30, 2012. All York University positions are subject to budgetary approval.

Applications for each position should include a cover letter, a personal statement, an up-to-date CV, a teaching dossier that contains courses taught to date and summaries of teaching evaluations, as well as three reference letters, and should be addressed to the appropriate contact person and area co-ordinates specified under each listing at: **York University, 4700 Keele St., Toronto, Ontario, Canada, M3J 1P3.**

ONE-YEAR CONTRACTUALLY LIMITED APPOINTMENTS

Department of Anthropology

Applications are invited from qualified candidates for a one-year Sessional Assistant Professor position. This position is teaching-centred; the successful applicant will be expected to teach the equivalent of three full-year courses according to the expected learning outcomes (ELOs) established by the Department. The ethnographic research areas of the applicant and his/her topical themes are open. The successful candidate will hold a PhD degree in Socio-Cultural Anthropology at the time of application and will demonstrate excellence in teaching, evidenced by an ability to engage students in a variety of teaching formats, especially in large lectures. Apply to: **Professor David Lumsden, Chair, Department of Anthropology, 2054 Vari Hall.**

Department of Economics

Applications are invited from qualified candidates for a one-year Sessional Assistant Professor position. The successful candidate will have a strong background in theoretical and/or empirical economics. She/he will have a PhD in Economics (or be near completion) and demonstrate a record of excellence in teaching, research, and must be able to

teach undergraduate courses in a variety of fields. Apply to: **Professor Barry Smith, Chair, Department of Economics, 1136 Vari Hall.**

Department of English

Applications are invited from qualified candidates for a one-year Sessional Assistant Professor position teaching American Literature. The successful candidate will have a PhD in English or American Studies, demonstrable expertise in some field of US literature, and experience teaching US literature at the university level. The successful candidate will be able to demonstrate considerable range within the nineteenth and twentieth centuries and beyond. She/he will be expected to teach introductory survey and upper-level courses and seminars in the field. Apply to: **Professor Art Redding, Chair, Department of English, 2088 Stong College.**

Department of Equity Studies

Applications are invited from qualified candidates for a one-year Sessional Assistant Professor position to teach in the areas of General Education and Diaspora Studies. The successful candidate will have a PhD in a relevant social science discipline and demonstrable expertise in teaching courses that privilege the critical skills pertinent to the social sciences and in the study of diaspora and diasporic communities. Some familiarity with the Chinese diaspora is an asset, as is an active research agenda witnessed by publications. Apply to: **Professor Merle Jacobs, Chair, Department of Equity Studies, 302 Atkinson College.**

Department of Geography

Applications are invited from qualified candidates for a one-year Sessional Assistant Professor position in Human Geography. Applicants should have demonstrated strengths in research and/or teaching in cultural and/or political geography. The successful candidate is expected to teach the equivalent of three full courses at the undergraduate level. A PhD is required at the time of appointment and preference will be given to applicants with experience and demonstrable success in university teaching. Apply to: **Professor Lucia Lo, Chair, Department of Geography, N402 Ross.**

Department of Humanities

Applications are invited from qualified candidates for two (2) one-year Sessional Assistant Professor positions. Both positions will contribute to the Department's General Education offerings, but one will be focused on six-credit entry-level Humanities courses while the other will be centred in the Modes of Reasoning courses offered by the Department. Both positions assume a teaching load of three full-year courses or equivalent. The capacity to teach in both programs is an asset. Candidates for these positions should have a completed PhD in Philosophy, History, Literature or related fields.

Modes of Reasoning provides courses designed to improve students' critical reasoning and writing skills. The successful candidate will have expertise in one or more of epistemology, philosophy of language, and philosophy of science or social science. Experience and demonstrable success in teaching courses devoted to critical reasoning will be an important asset. Candidates for these positions should have a completed PhD in Philosophy, History, Literature or related fields. Apply to: **Professor Merle Jacobs, Chair, Department of Equity Studies, 302 Atkinson College.**

The Department's six-credit **General Education** courses are all entry-level courses. They are designed to improve critical skills while dealing with such topics as western culture, Canadian studies, and studies in media, religion, and gender. The successful candidate will have demonstrable expertise in at least two of the areas and will demonstrate a knowledge of, and commitment to the goals and methods of General Education. The successful candidate will have experience teaching courses that privilege critical skills and will have an active research agenda witnessed by publications.

Apply to: **Professor Doug Freake, Acting Chair, Department of Humanities, 206 Vanier College.**

Department of Languages, Literatures & Linguistics

Applications are invited from qualified candidates for a one-year Sessional Assistant Professor position in English as a Second Language. A PhD in TESL or Applied Linguistics and a recognized, college or university administered TESL/TEFL diploma/certificate or the equivalent are required. Experience teaching content-based ESL to university undergraduates, preferably in credit courses, is required, and other experience teaching at the university level is an asset. Duties will include teaching 3.0 full-courses and assisting in the administration of an expanding credit ESL/EAP program. Apply to: **Professor Peter Avery, Chair, Department of Languages, Literatures and Linguistics, S561 Ross Building.**

Department of Political Science

Applications are invited from qualified candidates for two (2) one-year Sessional Assistant Professor positions in 1) International Relations and 2) Political Theory. The area of research and teaching specialization within each field is open. For the International Relations position, expertise in Canadian and/or American foreign policy, and/or contemporary securities studies, is an asset. Required qualifications include a PhD in Political Science, or equivalent, and the demonstrable capacity to teach successfully courses that are in the current undergraduate curriculum. Specifying the position of interest, apply to: **Professor George Commey, Chair, Department of Political Science, S669 Ross Building.**

School of Public Policy & Administration

Applications are invited from qualified candidates for a one-year Sessional Assistant Professor position in Policy and Program Evaluation. The successful candidate will have a completed PhD in Public Administration or a related discipline at time of appointment. She/he will have a record of excellent undergraduate teaching and demonstrable expertise in policy and program evaluation sufficient to allow him or her to teach specialized upper-year courses in this area, employing an experiential education model. Preferred candidates will have experience teaching courses at other undergraduate levels and will have an active research agenda witnessed by publications. Apply to: **Professor Daniel Cohen, Director, School of Public Policy & Administration, 119 McLaughlin College.**

CAREERS CARRIÈRES

for ensuring that their completed applications, including letters of reference, are received by this date. An equal opportunity employer, St. Thomas University is committed to employment equity for women, Aboriginal peoples, members of visible minority groups, and persons with disabilities. The university welcomes applications from all faiths and backgrounds. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

H

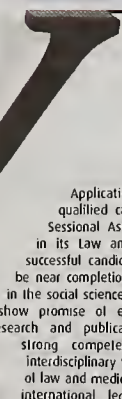
HUMAN RESOURCE MANAGEMENT – Saint Mary's University. The Sobey School of Business at Saint Mary's University invites applications for a tenure-track position at the Assistant Professor rank. The position will begin on July 1, 2011 or January 1, 2012. The ideal candidate's primary teaching and research expertise will be in Human Resource Management. To contribute to the development of the School's programs, we are especially interested in candidates with expertise in HRM specializations such as recruitment, selection, performance evaluation, and compensation management, and a strong adjunct competency in organizational behavior. Candidates are expected to have completed, or be near completion of, a PhD in Human Resource Management, Organizational Behavior or a closely related area. Candidates must have strong methodological/analytical skills, and show potential for research productivity and teaching excellence. The successful applicant will be expected to teach at both the undergraduate and graduate levels, in addition to conducting and supervising research that contributes to the School's academic programs. The Sobey School of Business at Saint Mary's University is a balanced teaching/research institution. It has the largest business program in the Atlantic provinces and offers AACSB accredited degrees at the undergraduate, master and PhD levels. It is located in the historic port city of Halifax, Nova Scotia, a vibrant, urban community of over 350,000 people. Halifax is a major educational centre for Atlantic Canada and is home to five universities. It is conveniently located to recreational areas and to other major urban centres in Canada and the North-eastern United States. For information about the University and Department, please see our website at <http://www.sobey.smu.ca>. Although candidates of all nationalities are encouraged to apply, priority will be given to Canadian citizens and permanent residents. Saint Mary's University is committed to principles of employment equity, and encourages applications from qualified women and men, aboriginal peoples, visible minorities and peoples with disabilities. Applicants should send an up-to-date curriculum vitae, a letter describing teaching and research competencies, and the names/contact information of three referees, their citizenship/permanent residence status and any other material they wish to be considered by email. Applications should have "SMU Mgmt HRM 2011" as the subject field, and the email should be sent to both wjg.chair@smu.ca and sandra.fougeres@smu.ca. Review of applications will begin April 1, 2011 and continue until the position has been filled.



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INTERNATIONAL DEVELOPMENT STUDIES – Saint Mary's University. The Saint Mary's University International Development Studies Program (www.smu.ca/academic/arts/ids) is seeking a qualified candidate for the following four-month limited term contract position beginning on September 1, 2011 in the academic year 2011-2012. The successful candidate normally will be appointed at the assistant professor rank at a level in accordance with his or her qualifications and experience. Applicants must have a completed PhD or be a near-to-completion ABD, although an especially well-qualified MA will be considered. Applicants must have documented excellence in teaching at the university level in the area of international development studies, or a closely related social science field, and preferably at the undergraduate and graduate levels. The



Department of Social Science

Applications are invited from qualified candidates for a one-year Sessional Assistant Professor position in its Law and Society program. The successful candidate will hold a PhD (or be near completion) within a relevant field in the social sciences, law or the humanities, show promise of excellence in socio-legal research and publication, and demonstrate strong competence in undergraduate, interdisciplinary teaching. Expertise in two of law and medicine, law and governance, international legal perspectives, social

Assistant Professor in Preventive Engineering

CIVIL ENGINEERING
University of Toronto



The Department of Civil Engineering at the University of Toronto invites applications for a tenure-stream appointment in the field of Preventive Engineering. The appointment will be at the rank of Assistant Professor and will begin September 1, 2011, or as soon as possible thereafter.

Preventive engineering involves evaluation of the impacts of engineering decisions on society and the biosphere and the development of methods to prevent, or greatly minimize, harmful effects. Preventive engineering requires an understanding of both the engineering and social science disciplines.

The candidate is expected to teach undergraduate and graduate courses in this area, and conduct research that develops preventive engineering in an area of Civil Engineering.

The Department of Civil Engineering at the University of Toronto is committed to excellence in teaching and interdisciplinary research and candidates must display evidence of excellence in teaching and research. The successful applicant is expected to have excellent communication skills, to be able to supervise graduate students, and to teach undergraduate courses in preventively oriented Civil Engineering. Candidates should hold a doctoral degree and must be eligible for registration as a Professional Engineer in Ontario. Salary will be commensurate with qualifications and experience.

The Department is the home of two undergraduate programs: civil engineering and Lassonde mineral engineering. As a whole, the Department is committed to sustainability and resilience and recently ranked 9th in the World among other Civil departments according to the HEEACT Performance Ranking of Scientific Papers for Worlds Universities. To find out more about the Department and the programs, visit our homepage: www.civil-engineering.utoronto.ca.

All interested parties are encouraged to apply on-line at <http://www.jobs.utoronto.ca/faculty.htm>. If you are unable to apply online, please send your applications to Professor Brenda McCabe, Chair, Department of Civil Engineering, University of Toronto, 35 St. George Street, Room GB107, Toronto, Ontario, M5S 1A4. Applications should include detailed curriculum vitae (including publications and evidence of capacity and impact), a description of research, teaching and professional interests, and a list of at least four professional and character referees. The closing date for receipt of applications is May 31, 2011.

The University of Toronto is strongly committed to diversity within its community. The University especially welcomes applications from visible minority group members, women, Aboriginal peoples, persons with disabilities, members of sexual minority groups, and others who may contribute to further diversification of ideas. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

SCHULICH
School of Engineering



University of Calgary Tenure-Track Positions

The Department of Chemical and Petroleum Engineering in the Schulich School of Engineering invites applications for tenure-track Assistant Professor and Associate Professor positions in the following areas:

Petroleum Engineering

Chemical Engineering

Carbon Capture (Canada Research Chair- Tier II)

The successful candidates will establish a strong research program, supervise graduate students, teach a range of undergraduate and graduate courses and attract external funding to support research activities.

Applicants must possess a PhD in Petroleum Engineering, Chemical Engineering or related fields or be within 6 months of their doctoral thesis defense and be eligible for registration as a professional engineer with the Association of Professional Engineers, Geologists and Geophysicists of Alberta.

For full posting details, please visit: <http://schulich.ucalgary.ca/chemical/about/employment>

The review of applications will begin June 30, 2011 and continue until the position is filled.

All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents of Canada will be given priority. The University of Calgary respects, appreciates and encourages diversity.

diversity, and legal narrative is a considerable asset. Apply to: Professor Darryl Reed, Chair, Department of Social Science, 5756 Ross Building.

School of Social Work

Applications are invited from qualified candidates for a one-year Sessional Assistant Professor position. Candidates from diverse communities are encouraged to apply. Candidates must have a PhD or PhD near completion in Social Work or a related discipline, and a degree in Social Work. Substantial practice experience in social work is required, as is experience working with diverse and marginalized populations. The field of research specialization is open, but the successful candidate will bring a critical perspective to that research and to her/his teaching. The successful

applicant must demonstrate excellence or promise of excellence in teaching, and have a strong research agenda and interest in service. Ensuring that your CV details your social work practice experience, and that you include a sample of your published work, apply to: Professor Barbara Heron, Director, School of Social Work, 10178 Kinsmen.

York University is an Affirmative Action Employer. The Affirmative Action Program can be found on York's website at www.yorku.ca/acadjobs, or a copy can be obtained by calling the affirmative action office at 416.736.5713. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority. Temporary entry for citizens of the U.S.A. and Mexico may apply per the provisions of the North American Trade Agreement (NAFTA).

YORK
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CAREERS CARRIÈRES

FIRST NATIONS UNIVERSITY OF CANADA

FIRST NATIONS
UNIVERSITY
OF CANADA

The First Nations University of Canada (FNU) has been an integral part of Canadian higher education since 1976, providing innovative university programs for students of all nationalities within an environment enriched by First Nations cultures and values. FNU is federated with the University of Regina; 2011 marks the 35th year of this relationship.

The new national board of directors provides complete accountability to FNU stakeholders and promotes institutional growth and educational excellence. Through an array of liberal arts and professional programs, our team of highly qualified academic and business professionals serves a student population of over 750 at three locations: Regina (main campus), Saskatoon, and Prince Albert, plus off-campus communities. As we are in the process of building and reshaping programs, increasing enrollments, and enhancing our research activities, we invite applications or nominations for the position of Vice President of Academics.

Vice President - Academics

Reporting to the President and as an integral member of the Executive team, the Vice President of Academics will be instrumental in implementing and achieving the University's long term educational goals, responsible for the development, coordination and budgeting of all academic units, including the Library, the Registrar, and Student Success Services.

The successful candidate, with a PhD from a recognized university and a strong record of scholarly research, will be a creative thinker with significant experience in higher education administration, a dedication to excellence in teaching and research, strong organizational and interpersonal skills, and a commitment to furthering the mission of FNU, which fosters both Indigenous and Western knowledge traditions. The ability to speak a First Nations language would be an asset. Preference will be given to First Nations, Aboriginal, and other group members (SHRC#E93-13).

The Selection Committee invites applications by May 31, 2011. Correspondence should include a letter outlining your suitability for and interest in the position, a curriculum vitae, and the names of three references. References will not be contacted without the consent of the applicant. Please view the FNU website: www.firstnationsuniversity.ca.

Please direct your
confidential enquiries and
resumes to our Recruitment
Representatives at:

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Faculty of Nursing –
Tenure Track Faculty Positions

We are seeking outstanding researchers and educators for tenure-track positions. Rank will be commensurate with experience, but we are primarily looking for newer scholars.

We are a vibrant community with a rich history. Ranked as one of the top nursing schools in Canada and the largest in the country, the Faculty is home to four Canada Research Chairs and a Nursing Research Chair in Aging and Quality of Life. Research programs centre around our four Areas of Excellence – Health Systems, Chronicity, Health Equity, and Nursing Pedagogy, Philosophy and History. We support a high quality teaching environment through our Teaching and Learning Office. We focus on global health issues, including Aboriginal nursing, through our Global Nursing Office. To learn more about what the Faculty of Nursing can offer you, please visit us at www.nursing.ualberta.ca

Qualified applicants will hold a PhD and are registered or eligible for registration as a nurse with the College and Association of Registered Nurses of Alberta. We are particularly interested in receiving applications from new and mid-career academics who are seeking opportunities to develop a strong program of research and enhance their

teaching expertise. We are also seeking doctorally prepared Nurse Practitioners and Aboriginal nurse scholars. Applications from those fluent in a second language are welcomed as the Faculty has a strong program of internationalization and a French/English bilingual undergraduate program.

If you are interested in becoming part of our team and sharing your expertise and leadership in pushing Nursing's boundaries in teaching, research and practice, you are invited to submit your curriculum vitae, a statement outlining research interests, teaching expertise, and major contributions, and the names of three referees to the address below.

For more information and to apply
online visit: www.careers.ualberta.ca/
Competition/A102314114

Dr. Anita Molzahn, Dean
Faculty of Nursing
3rd floor, Clinical
Sciences Building
Edmonton, AB T6G 2G3



All qualified candidates are encouraged to apply, however, Canadians and permanent residents will be given priority. The University of Alberta hires on the basis of merit. We are committed to the principle of equity in employment. We welcome diversity and encourage applications from all qualified women and men, including persons with disabilities, members of visible minorities, and Aboriginal persons.

of reference, evidence of successful teaching, and any other materials they consider pertinent to their candidacy directly to: Dr. Anthony H. O'Neil, Coordinator, International Development Studies, Saint Mary's University, 923 Roba Street, Halifax, NS B3H 3C3. Applicants are responsible for ensuring that their application files are complete. The Selection Committee will begin reviewing applications on June 1, 2011. In accordance with Canadian Immigration requirements, this advertisement is directed in the first instance to Canadian citizens and permanent residents. Saint Mary's University encourages applications from women, aboriginal peoples, visible minorities, and individuals with disabilities.

INTERNATIONAL DEVELOPMENT STUDIES (CIBC TIER II) – Saint Mary's University. Saint Mary's University has a longstanding and extensive record of excellence in International Development Studies at both the undergraduate and graduate levels. As part of its strategy to expand and strengthen its interdisciplinary approach to international development issues, the University now invites applications and nominations for a Tier II Canada Research Chair in International Development Studies (IDS). We are particularly interested in a candidate whose research promotes linkages with wide-ranging interdisciplinary and internationally oriented scholarship underway in the Faculty of Arts. The area of specialization is open, but we will

give special attention to candidates whose research is very broadly located within the political economy approach to the social, economic, political and cultural dimensions of development issues. Applicants' research should have a regional focus on Latin America, Africa, or Asia, but with global relevance. The Government of Canada funds the Canada Research Chairs program to promote world-class research in Canadian universities. According to the guidelines for Tier II Chairs, the successful candidate will have completed her or his PhD sometime in the past ten years and will have accumulated a record of significant published research relating to one or more of the fields related to International Development Studies. The candidate will also have a demonstrated capacity to work with an interdisciplinary community of scholars. The successful candidate is expected to make a significant contribution to the building and consolidation of interdisciplinary research within the broader international development research program at Saint Mary's University. The University grants a considerable teaching load reduction to CRC appointees, but applicants must nonetheless demonstrate successful teaching at both the undergraduate and graduate levels. Subject to review and approval of the Canada Research Chairs Committee in Ottawa, the appointment to Saint Mary's University will be made at the rank of Associate Professor and will include cross-appointment

between International Development Studies and an appropriate academic department in Saint Mary's University. Saint Mary's University is committed to serving the local, regional, national and international communities, a commitment it realizes through a broad spectrum of outreach activities, well-focused research programs, and contributions to life-long learning. Its international character is reflected in its proportion of international students and success in securing funding for international projects and related research. Saint Mary's has collaboration agreements with universities and educational agencies around the world. Scholars in the Faculty of Arts play a key role in these strategic priority areas of research, and their interdisciplinary curriculum and research supervision serves both undergraduate hours and MA degrees. IDS is the largest Faculty of Arts graduate program at the University with approximately 60 students actively engaged in IDS graduate research. Faculty members associated with IDS are involved in a broad range of externally funded projects, and their research has been extensively published. Applicants are asked to submit a curriculum vitae, an example of recently published work, a teaching dossier, a comprehensive outline of their proposed research program, and should supply the names and contact information of three potential references. Applicants are responsible for ensuring that their files are

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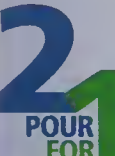


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CARRIÈRES

complete. Review of applications will begin March 31, 2011 and will continue until the position is filled. Applications, as well as reference letters, should be sent to: Dr. Anthony Holland O'Malley, Coordinator, International Development Studies, Saint Mary's University, 923 Rople Street, Halifax, Nova Scotia, B3H 3C3. This advertisement is directed in the first instance to Canadian citizens or landed immigrants. Saint Mary's University is committed to the principles of employment equity.

M

MEDICAL MICROBIOLOGY – University of Western Ontario, The Department of Pathology, Schulich School of Medicine & Dentistry, at The University of Western Ontario, and its affiliated hospitals are seeking a Medical Microbiologist for full-time clinical academic appointment to The University of Western Ontario. Applicants should be certified, or eligible for certification, in Medical Microbiology by the Royal College of Physicians and Surgeons of Canada, or equivalent. Candidates must have an MD or equivalent, and must be eligible for Licensure in the Province of Ontario. Academic rank will be determined by experience and qualifications at the time of appointment. The successful candidate will participate in the clinical work of the Medical Microbiology Laboratories at the London Health Sciences Centre, as well as in undergraduate and postgraduate teaching, and will be expected to engage in either individual or collaborative research. Development of a subspecialty interest and expertise in the laboratory aspects of infection control/antibiotic stewardship would be an asset. Alternatively, the candidate should be willing to develop expertise in this area. The Department of Pathology at The University of Western Ontario has a long history of excellence in many areas of diagnostic service, teaching and research. Pathology and laboratory services have been consolidated at the London Health Sciences Centre and provide an environment conducive to career and personal development. The salary and benefit package are competitive. Candidates should apply in writing, enclosing curriculum vitae and the names of three referees to: Dr. Bernita Garcia, Chair/Chief, Department of Pathology, Schulich School of Medicine & Dentistry, The University of Western Ontario, Dental Sciences Building, Room DSB 4045, London, Ontario, Canada, N6A 3C2. Applications will be accepted until the position is filled. Positions are subject to budget approval. Applicants should have fluent written and oral communication skills in English. All qualified candidates are encouraged to apply, however, Canadians and permanent residents will be given priority. The University of Western Ontario is committed to employment equity, welcomes applications from all qualified women and men, including visible minorities, aboriginal people and persons with disabilities.

P

PSYCHIATRY – Dalhousie University, The Dalhousie University Department of Psychiatry invites applications for a part-time (60% FTE), limited-term faculty position at the level of assistant professor to begin on July 1, 2011. Candidates should have a PhD in Clinical Psychology or equivalent, postdoctoral research experience, and be registered or eligible for registration with the Nova Scotia Board of Examiners in Psychology. Candidates should have a record of conducting research using anatomical and physiological brain imaging methods in clinical psychiatric populations, and the ability to conduct such studies independently. The successful candidate will be capable of working collaboratively as a member of research teams in the Department as well as leading his/her own research efforts. Involvement in the Department's teaching programs is expected, including contributions to postgraduate education through lectures to Psychiatry residents and supervision of residents and other trainees involved in clinical brain imaging research. For further information on the Department of Psychiatry, see: <http://psychiatry.medicine.dal.ca/index.htm>. In accordance with Canadian immigration requirements, this advertisement is directed at Canadian citizens and permanent residents of Canada. Dalhousie University is an Employment Equity/Affirmative Action employer. The University encourages applications from qualified aboriginal people, persons with a disability, racially visible persons, and women. Applicants should send a curriculum vitae, names of three referees, and other supporting materials in writing to: Nicholas Delva, MD, FRCP(C), Head, Department of Psychiatry, Dalhousie University, 8th Floor, Abbots J. Lane Memorial Building, 5200 Veterans' Memorial Lane, Halifax, NS, B3H 2E2.

PSYCHOLOGY – University of the Fraser Valley. The University of the Fraser Valley is the university of choice for 16,000 students annually pursuing more than 80 degrees, diploma and certificate programs. Our commitment to teaching excellence is supported by small class sizes, support for active research and scholarship, and a friendly supportive environment open to collaboration and innovation. According to the Globe and Mail's 2010 Canadian University Report, UVF is at the top of the list in the small universities category, earning an A grade in most satisfied students, quality of education, and teaching, and an A+ in student-faculty interaction and class size. Subject to budgetary approval, the Department of Psychology at the University of the Fraser Valley is searching for a full time, permanent, faculty member. The successful candidate will have a PhD in Psychology (ABD with short date for dissertation defense will be considered) with a specialization in adulthood and aging. The successful candidate will have demonstrated teaching excellence, an ability to teach a wide variety of courses and an active research record. A background in methodology will also be considered an asset. Candidates should submit curriculum vitae, statement of teaching philosophy, research agenda, official transcripts of all graduate level work, and three letters of reference. Applications, citing Posting 2011.36, should be sent to: Employee Services, University of the Fraser Valley, 3384 King Road, Abbotsford, BC, Canada, V2S 7M8, Tel: (604) 854-4554, Fax: (604) 854-1538; Website: www.uvf.ca, Email: resumes.to.employment@uvf.ca. We are intending to fill the position for a start date of August 1, so the timelines are short. Interviews will commence the first week in June and will con-

tinue until the position is filled. Please refer to the UVF web site www.uvf.ca/res/career_opportunities/faculty_opportunities.htm for updates regarding this position. Shortlisted applicants may be required to undergo a criminal record check. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. In an effort to be both environmentally and fiscally responsible, UVF will contact only candidates receiving an interview. We thank all applicants for considering UVF for employment. UVF is committed to the principle of equity in employment.

R

RELIGIOUS STUDIES – Saint Mary's University, The Department of Religious Studies at Saint Mary's University invites applications for a nine-month seasonal position commencing September 1, 2011, subject to budgetary approval. The successful candidate will hold a PhD at the time of appointment and have demonstrated effectiveness in undergraduate teaching. Teaching duties include introductory courses in comparative religion, as well as more specialized courses on religious and the public sphere, globalization, secularization and religions, religions and civil law in Canada. The successful candidate will be expected to supervise Honors theses and provide support for graduate student research. Saint Mary's University is uniquely committed to serving the local, regional, national and international communities, a commitment which it realizes through outreach activities, community based research programs, and contributions to life-long learning, its distinctly international character is reflected in its proportion of international students and study abroad opportunities. We are particularly interested in candidates who can contribute to the greater internationalization of the Saint Mary's curriculum as a way of engaging global issues and of preparing students to live and work in a global environment. Letters of application must include an up-to-date curriculum vitae, certification of a completed doctorate, a teaching dossier including recent teaching evaluations, and the names and contact information of three referees. Appli-

cations should be sent to: Dr. Paul Bowley, Chairperson, Department of Religious Studies, Saint Mary's University, Halifax, Nova Scotia, B3H 3C3. Closing Date: March 28th, 2011. Review of applications will begin April 11, 2011, and will continue until the position is filled. Although candidates of all nationalities are encouraged to apply, priority will be given to Canadian citizens and permanent residents. Saint Mary's University is committed to principles of employment equity.

S

SOCIAL WORK, HEALTH, AGING & SOCIETY – McMaster University. The Department of Health Aging & Society and the School of Social Work at McMaster University are seeking to appoint an Aboriginal scholar to a fellowship position leading to an Assistant Professorship. The successful candidate will develop research and teaching capacity in Indigenous understandings of health, aging and social justice and deepen both departments' engagement with Aboriginal communities and students. Both offer undergraduate and master's degrees and the School of Social Work offers a PhD program in the field of social justice. The two-stage appointment, effective July 1, 2011, is designed to support an Aboriginal scholar currently in a PhD program (with courses and comprehensive exams complete) and to expedite completion of their dissertation research while, in the process, preparing them for a tenure track position, a joint appointment in the Department of Health Aging & Society and the School of Social Work. The appointment is structured in two stages: 1) Pre-Doctoral Fellowship. This fellowship carries an annual stipend of \$38,000 and includes a research allowance of \$5,000. During this stage (a maximum of two years), the incumbent is expected to be in full-time residence and to devote most of their time to their dissertation research. They may teach one half course per year, for which they will receive additional compensation. They will be expected to consult with students and faculty and to participate in the scholarly and professional life of the departments. Colleagues on campus and in the community will be available

SFU SIMON FRASER UNIVERSITY THINKING OF THE WORLD

TENURE TRACK POSITION IN SCIENCE EDUCATION

Simon Fraser University's Faculty of Education seeks applications for a tenure-track position in Science Education. The appointment will be at the rank of Assistant or Associate Professor and will begin September 1, 2011 (or at the earliest convenience of the successful candidate). Review of applications begins on May 15, 2011.

A complete job description with application details may be obtained by visiting http://www.educ.sfu.ca/faculty_positions/index.html

Join Dalhousie University's Thriving Anesthesia Team

The Dalhousie University Department of Anesthesia, located in Halifax, Nova Scotia, Canada, is seeking anesthesiologists interested in locums or permanent positions to join its dynamic and growing team.

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Requirements include a Nova Scotia medical license and a Royal College of Physicians and Surgeons of Canada certification (or equivalent) in the specialty of Anesthesia. Preference will be given to candidates with clinical fellowship training and/or

subspecialty training in the following areas: cardiac, liver transplantation and neurosurgical anesthesia and perioperative medicine.

Interested applicants should submit a current CV and send a statement outlining their clinical and academic interests by June 15, 2011. Three letters of reference, two of which must come from academic referees, must be sent under separate cover directly to the Chair of the Human Resources Subcommittee, Dr. Hugh Devitt.

All qualified candidates, including those interested in locums and permanent positions, are encouraged to apply. Canadians citizens and permanent residents will be given priority. Dalhousie University is an employment equity affirmative action employer. The university encourages applications from qualified aboriginal people, persons with a disability, racially visible persons and women.

To learn more, visit <http://www.nsanesthesia.ca> or contact Dr. Hugh Devitt, Chair of the Human Resources Subcommittee, Department of Anesthesia, 10 West Victoria, 1276 South Park Street, Halifax, Nova Scotia, Canada B3H 2Y9; hdevitt@accessable.net

THOMPSON RIVERS UNIVERSITY

KAMLOOPS, BC

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FACULTY

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Thompson Rivers University (TRU) is a uniquely comprehensive, student-focused institution built on over 40 years of excellence in postsecondary education and training. The spectacular main campus is located in Kamloops, BC (pop. 85,000), a vibrant city located just a 4-hour drive from Vancouver. Kamloops, which is situated in the heart of the southern BC interior, offers world-class tourism and recreation, over 2,000 hours of sunshine annually, and excellent cultural, social and economic opportunities. TRU has a regional campus in Williams Lake that offers academic and skills-based programs.

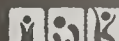
Almost 13,953 students attend the two campuses each year, including 1,641 international students from more than 70 countries and over 1,534 First Nations/Aboriginal students. Another 19,998 students register for distance and on-line courses. TRU offers a broad range of program options, including undergraduate and graduate university degrees, career diplomas and certificates, trades training, and university preparation. For more information on the positions, please go to www.tru.ca/careers. TRU's strategic plan is available at www.tru.ca/president/strategic_plan.html

All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. As part of its commitment to Employment Equity, TRU encourages applications from qualified members of the four designated groups: women, Aboriginal peoples, persons with disabilities, and visible minorities. Applicants are invited to identify themselves if they belong to any of the four designated groups.

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University of Regina

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The School has pioneered unique offerings in areas such as financial engineering, financial service, real property, business and sustainability, and health industry management. In addition, it launched Canada's first comprehensive degrees leading to careers in international business – the International MBA (IMBA) and the International BBA (IBBA). The Kellogg-Schulich EMBA, established in partnership with Northwestern University's Kellogg School of Management, is North America's first cross-border Executive MBA. Each year, the Schulich Executive Education Centre provides executive development programs to more than 10,000 executives in Canada and abroad.

As Canada's Global Business School™, Schulich has strategic linkages in more than 80 countries around the world, including academic exchange partnerships with leading international management schools. The School has International Satellite Centres in Beijing and Shanghai, China, Mumbai, India, Seoul, South Korea, and Moscow, Russia, to support initiatives related to recruitment, executive education, career development, alumni relations and corporate marketing.

Schulich faculty have earned global recognition for their research in such fields as finance, strategy, marketing, business and sustainability, organizational behaviour and international business.

The Schulich School of Business invites applications for tenure-stream positions effective July 1, 2011, subject to budgetary approval. Salary and benefits are competitive. The successful candidates should be eligible for prompt appointment to the Faculty of Graduate Studies. **The application deadline for completed applications is May 15, 2011.** Applications for each position should be addressed to the appropriate contact person and area co-ordinates specified under each listing, at: **York University, 4700 Keele Street, Toronto, Ontario, Canada, M3J 1P3.**

Schulich School of Business

TENURE-STREAM SCHULICH CHAIR POSITIONS

SCHULICH CHAIR IN ACCOUNTING

Applications are invited for an outstanding scholar to fill a named Chair in Accounting at the rank of Professor.

Preferred candidates will have: a strong record of quality research in accounting, including financial accounting, managerial accounting, capital markets, international accounting, and/or capital markets research relating to accounting issues; a leadership position within academic accounting research marked by substantive and methodological innovation; strong evidence of teaching effectiveness and a willingness to employ a variety of sound pedagogies, including case-method teaching, that are consistent with the needs of the Accounting Area within the Schulich School of Business at both graduate and undergraduate levels; a willingness and ability to contribute to the doctoral program as a dissertation supervisor; a doctorate in Accounting or a related field.

Interested candidates should submit a letter of application, including a statement of current research, a curriculum vitae, evidence of effective teaching, and three letters of reference to: **Dr. Thomas H. Beechy, Professor Emeritus of Accounting, Search Committee Chair, Schulich School of Business.** E-mail: tbeechy@schulich.yorku.ca. Tel: 416.736.5097 or 647.588.3065.

SCHULICH CHAIR IN FINANCE

Applications are invited for an outstanding scholar to fill a named Chair in Finance at the rank of Senior Associate or Full Professor.

Preferred candidates will have: a leadership position within the discipline marked by significant contributions to financial research;

demonstrated experience in supervising doctoral students; a demonstrated ability to teach in PhD, MBA and BBA programs; a PhD in Finance or a related field.

To apply, please submit an application letter, a curriculum vitae, three letters of reference, examples of research, and information on teaching performance to: **Professor Mark Kamstra, Area Coordinator, Finance, Schulich School of Business.** E-mail: financerecruiting@schulich.yorku.ca. Electronic applications are preferred.

SCHULICH CHAIR IN INFORMATION SYSTEMS

Applications are invited for an outstanding scholar to fill a named Chair in Information Systems at the rank of Senior Associate or Full Professor.

Preferred candidates will have: a PhD in Information Systems or a related area; a proven track record of scholarship and leadership in the field; an outstanding and ongoing program of academic research and publishing in top tier journals in information systems (e.g., MISQ, ISR, Management Science); a willingness and ability to take a leadership role in the doctoral program; previous experience in teaching doctoral-level courses and advising and supervising doctoral students; evidence of teaching effectiveness at all levels, from undergraduate to graduate. In addition to the above, industry experience is highly desirable.

Applicants should send an application letter, a curriculum vitae, samples of research papers, three letters of reference, and information regarding teaching to: **Professor Wade Cook, Area Coordinator, Operations Management and Information Systems, Schulich School of Business.** E-mail: wcook@schulich.yorku.ca.

SCHULICH CHAIR IN MANAGEMENT AND ORGANIZATION STUDIES

Applications are invited for an outstanding scholar to fill a named Chair in Management and Organization Studies at the rank of Full Professor.

Preferred candidates will have: an outstanding record of high-quality research, published in top journals, relating to institutional work and other aspects of organizational and institutional change; a leadership record within organization theory as marked by theoretical innovation, citations counts, grants and other recognition such as editorial positions; strong evidence of teaching effectiveness and a willingness to work with students at all levels, including particularly supervision of doctoral students; a doctorate in Organization Behaviour or a related field.

Applicants should submit a letter of application, a curriculum vitae, three letters of reference, examples of research, and information regarding teaching performance to: **Professor Patricia Bradshaw, Area Coordinator, Organization Studies, Schulich School of Business, Room N332.**

SCHULICH CHAIR IN MARKETING

Applications are invited for an outstanding scholar to fill a named Chair in Marketing with a focus on Consumer Information Processing at the rank of Full Professor.

Preferred candidates will have: a leadership position within the discipline marked by substantive and/or methodological innovation within the area of consumer information processing (e.g., attitudes, perception, motivation, choice); a track record of publications in top tier journals; demonstrable evidence of potential for further publications in such journals; a willingness and

CAREERS CARRIÈRES

to establish collaborative ties and to support them in their academic career path. 3) Tenure-track Assistant Professorship. On completion of the dissertation and a successful reappointment review, the fellowship will be converted to a tenure track joint appointment, structured in accordance with the usual terms and conditions associated with tenure-track appointments at McMaster. To qualify for this two-stage appointment, an applicant is expected to have successfully completed their PhD coursework and comprehensive exam. Candidates must have a social science and/or social work academic background, a health or aging focused research agenda, and experience in working with Aboriginal communities. They will have the potential to contribute to undergraduate and graduate teaching, research and thesis supervision, to develop an independent program of research, and to develop links with relevant justice and equity-seeking community and professional groups. Applicants are asked to submit: 1. a letter outlining their research plans and their interest in and suitability for this position; 2. a current CV; 3. an official transcript showing completion of course work and comprehensive exam by the start date of the appointment; 4. a copy of their comprehensive exam and/or dissertation proposal; 5. three references submitted directly to the Selection Committee, including one (in either written or oral form) from an Aboriginal elder or community leader. References should comment, as appropriate, on the applicant's approach and skills in research, their involvement with and contributions to the health and wellbeing of Aboriginal communities, and their promise for an academic career. Review of applications will begin on May 15, 2011. Applications will continue to be accepted until the position is filled. Dr. Jane Aronson, Selection Committee Co-Chair, School of Social Work and Department of Health, Aging & Society, McMaster University, 1280 Main Street West, K7H-3J9, Hamilton, ON, L8S 4M4. Email: aronson@mcmaster.ca. Department Websites: <http://www.healthagingand.socsci.mcmaster.ca/>; <http://www.socsci.mcmaster.ca/socsci/>.

V

■ **VETERINARY BIOMEDICAL SCIENCES (3 TENURE-TRACK POSITIONS)** – University of Saskatchewan. Applications are invited for three tenure-track faculty positions at the level of Assistant Professor in the Department of Veterinary Biomedical Sciences. The positions are available July 1, 2011. The successful applicants must have a PhD or equivalent doctoral degree in biomedical sciences. A DVM or MD, postdoctoral research and teaching experience are highly desirable. The successful candidates will be expected to develop an externally funded research program in one of the following areas although outstanding applicants in any area of physiological or anatomical sciences will be considered. **ENDOCRINOLOGY** – A candidate with research expertise in reproductive, metabolic, gastrointestinal or neural endocrinology is desired. Ideally willing to explore endocrinological approaches. Collaborative possibilities are strong with the Reproductive Science & Medicine, Obesity Research, Animal Science and Neural Systems & Plasticity Research Groups on campus. **CARDIO-PULMONARY PHYSIOLOGY** – A candidate with research expertise in cardiovascular, pulmonary or integrative biology of both systems is being sought. The opportunity for collaborative work with the above research groups within the department and across campus are desired.

ing to the interests of the individual. Successful applicants will be expected to contribute to teaching courses in the veterinary and undergraduate agricultural programs in anatomical and physiological sciences offered by the department. The University of Saskatchewan (www.usask.ca) has the greatest array of health science colleges in Canada and is also home to the Canadian Light Source and Canada's national synchrotron facility (www.clsc.usask.ca). Major expansion of campus research infrastructure, including that at the WCMV, has recently occurred, ensuring access to exceptional research facilities. Other facilities on campus include the Vaccine and Infectious Disease Organization (VIDO), InterVac (International Vaccine Centre), the Canadian Food Inspection Agency, Environment Canada, the Toxicology Centre, the School of Public Health and the School of Environment and Sustainability. The University of Saskatchewan has a student population of 20,000 and is located in the economically and culturally vibrant city of Saskatoon. Applications will be accepted until May 31, 2011 or until suitable candidates have been identified. Applicants should include a cover letter, research interests, teaching philosophy, curriculum vitae and contact information for three referees. Appropriately signed electronic or paper-based applications should be sent to: Dr. B.R. Blakey, Head, Dept. of Veterinary Biomedical Sciences, University of Saskatchewan, 52 Campus Drive, Saskatoon, SK, S7N 5B4 Canada. E-mail: boryblakey@usask.ca. All qualified candidates are encouraged to apply. However, Canadians and permanent residents will be given priority. The University of Saskatchewan is committed to the employment equity. Members of designated groups (women, aboriginal people, people with disabilities and visible minorities) are encouraged to apply.

ACCOMMODATIONS

■ **SOUTH OF FRANCE** – Furnished one bedroom house (sleeps 5) in village near Lodève west of Montpellier from \$1200 per month and three bedroom house (sleeps 6) in Pay-loubier, near Aix en Provence from \$1400 per month, both with wifi, terrace, washing machine, lovely surroundings, year-round access. www.homeaway.com/vacation-rental/p252988. Either weekly, short or long term rental. b.savard@utoronto.ca 416-533-8844.

■ **EDINBURGH, SCOTLAND** – Fully furnished 3-bedroom flat available for rental from September 2011 to June 2012. Centrally located (New Town). All modern conveniences, including gas central heating, washing machine, dishwasher, broadband wireless internet. Children welcome. Call Kathryn Chirrick/Stephen Brown (705) 749-1487 or (705) 748-1011 x7133. Email: k.chirrick@btinternet.com or sbrown@utoronto.ca.

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London Health
Sciences Centre



Chair/Chief of Physical Medicine & Rehabilitation

THE SCHULICH SCHOOL OF MEDICINE & DENTISTRY (SSMD), THE UNIVERSITY OF WESTERN ONTARIO (UWO), LONDON HEALTH SCIENCES CENTRE (LHSC) AND ST. JOSEPH'S HEALTH CARE, INVITE APPLICATIONS FOR THE POSITION OF CHAIR/CHIEF OF THE DEPARTMENT OF PHYSICAL MEDICINE AND REHABILITATION.

The Department of Physical Medicine & Rehabilitation (PM&R) has a long history of national and international accomplishments and excellence in many areas, including: electromyography; neuromuscular disease; spasticity management; and amputee, stroke, brain injury, and spinal cord rehabilitation, pain management, interventional procedures and evidence based rehabilitation research. There are over 600 inpatient admissions per year in both local and regional rehabilitation programs, serving a catchment area of approximately 2 million people. The PM&R Department is currently made up of 9 physiatrists (with growth potential to 12) with a variety of expertise and knowledge. The full time physiatrists interact extensively with affiliates in the areas of Physical Medicine, Ethics and Health Sciences. The hospital based PM&R programs provide a comprehensive array of clinical inpatient, ambulatory and community outreach care. The educational programs encompass teaching for undergraduate medical students and a postgraduate Royal College accredited residency program. Annual research funding within the Department totals 2 to 3 million dollars.

There is opportunity for the vision of the new Chair/Chief to expand the current department strengths to effectively integrate teaching, research, current evidence and align these with clinical practice, along with the University and its affiliated research institute visions. He/she needs to be a strong administrator, an excellent communicator, and be able to advocate for the departmental mission and goals to its partners, the hospital, the university, benefactors, government authorities and to the community. The candidate should be prepared to work collaboratively with basic and clinical scientists to build innovative, integrated and translational research, which are identified signature areas in the strategic plans of the University and SSMD. Two of the seven areas of research excellence at SSMD are aligned with PM&R interests: Musculoskeletal Health and Neuroimaging and Neuroscience/Brain and Mind. A candidate with a strong track record of teaching and/or research accomplishments is desired.

Known as The Forest City, London, Ontario is naturally beautiful, culturally vibrant, family-friendly and is academically rich. London offers a pleasant mix of metropolitan life and a "university town" atmosphere. The City boasts many historical sites, and beautiful parks line the Thames River, with walking, biking and in-line skating paths. There is always something going on in this culturally and recreationally diverse city with an active nightlife: from live jazz, rock and classical music, to museum and art exhibits; from a Shakespearean tragedy to a comedic farce; from the latest movies, to golfing, skiing, curling and sailing. With thriving neighbourhoods, housing choices for all budgets, educational facilities at all academic levels, exceptional health-care services, a children's museum, a children's festival and many other family-oriented activities, London is a great place to raise a family.

London is home to The University of Western Ontario (one of the top 10 research universities in Canada) and its renowned Ivey Business School, as well as Fanshawe College (multi-sited and one of Ontario's largest), an array of international language schools, and a wide variety of elementary and secondary schools.

The successful candidate must be an accomplished clinician with an MD or equivalent, be eligible for licensure in Ontario and have special qualifications in physical medicine and rehabilitation. In addition, the successful candidate will hold an academic appointment, rank and contractual arrangements will be commensurate with experience and qualification.

Interested highly qualified candidates are encouraged to apply, please send a detailed curriculum vitae and a letter of application together with the names and addresses of three references to: Dr. Margaret Steele & Dr. Nigel Paterson, c/o Tracey Pace, Administrative Assistant, St. Joseph's Health Care, 268 Grosvenor Street, London, Ontario N6A 4V2. Applications will be accepted until the position is filled. Review of applicants will begin after May 1, 2011.

Positions are subject to budget approval. Applicants should have fluent written and oral communications skills in English. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. The University of Western Ontario, London Health Sciences Centre and St. Joseph's Health Care of London are committed to employment equity and welcomes applications from all qualified women and men, including visible minorities, aboriginal people and persons with disabilities.

ability to complement the Marketing area's core competencies; a willingness and ability to contribute to the doctoral program; evidence of teaching interests and skill that complement the needs of the area group and the School.

Applicants should send an application letter, a curriculum vitae, three letters of reference, examples of research, and information about teaching performance to: **Professor Robert Kozinets, Area Coordinator, Marketing Department, Schulich School of Business, Room N329.**

SCHULICH CHAIR IN STRATEGY

Applications are invited for an outstanding scholar to fill a named Chair in Strategy at the rank of Senior Associate or Full Professor.

Preferred candidates will have: a PhD in Strategy or a related field; a proven track record of scholarship and leadership in the field; an outstanding and ongoing program of academic research and publishing in top tier journals; demonstrated thought leadership in the field of Strategy; previous experience in teaching doctoral-level courses and advising and supervising doctoral students; evidence of teaching effectiveness at all levels, from undergraduate to graduate.

Applicants should send an application letter, a curriculum vitae, samples of research papers, three letters of reference, and information regarding teaching to: **Professor Theodore Perdis, Area Coordinator, Policy/Strategic Management, Schulich School of Business. E-mail: tperdis@schulich.yorku.ca.**

York University is an Affirmative Action Employer. The Affirmative Action Program can be found on York's web site at www.yorku.ca/acadjobs, or a copy can be obtained by calling the affirmative action office at **416.736.5713**. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority.



COMMENT OPINIONS

COMMENTARY

Our Job Is to Judge

Academics without the freedom to exercise judgement are not true academics. Frank Furedi explains why scholars must resist the rise of proceduralism.

A COUPLE of years ago, I was listening to a presentation about a new and apparently sophisticated anti-plagiarism tool. Throughout the talk, the speaker boasted of her software's potential for detecting copied work and preserving "academic integrity."

I was a little despondent about the notion that, henceforth, the value of academic integrity would be secured through computer software. Nor did I feel reassured when, towards the end of the presentation, we were told that "academic judgement" was still necessary to determine whether plagiarism had taken place. To me, the notion that academic judgement had become an adjunct to plagiarism detection software was even more disturbing than the association of this product with the upholding of academic security.

Since then, I have become conscious of a growing tendency to marginalise the role and devalue the status of academic judgement. Increasingly, the term "academic judgement" is used defensively in response to a complaint about a particular decision. In official documents, the term refers to decisions that cannot and should not be challenged by students.

Numerous university appeals procedures contain the statement "Appeals are not permitted against the academic judgement of the examiners" or something similar. Because in its current usage academic judgement is invariably used to protect lecturers and their institutions from complaints, it can come across as a mere administrative convenience.

Yet academic judgement lies at the heart of university life. Academics are continually in the business of making judgement calls.

Of course all professionals require the freedom to judge. When confronted with complex and indeterminate problems, professionals need to be able to exercise discretion. Many of the problems faced by professionals are context-based and require more than formulaic responses.

For academics, the capacity to use discretion and intuition is particularly important. In higher education, the exercise of judgement is not confined to rare and unusual instances. Whether they like it or not, academics judge all the time and expect to be judged by others.

It is not for nothing that words such as "review," "moderate," "adjudicate," "assess," "referee" and "evaluate" have become an integral component of higher education discourse. Academics are continually expected to make judgements about the value of scientific findings, research proposals, articles submitted to journals and the performance of students. The language used to describe the material we read and the people we encounter — "scholarly," "original," "sophisticated," and "significant" — communicates statements of judgement.

Academic judgement is integral to the pursuit of a scholarly or scientific vocation. Stan-



ley Fish, Davidson-Kahn distinguished university professor of humanities and law at Florida International University, argued in a radio interview with Mars Hill Audio Journal in 2009 that academic judgement is "the application of academic training to materials within the purview of a discipline." From this perspective, academic judgement is intimately linked to the practice of a particular discipline. This point is also stressed by the former independent adjudicator for higher education, Ruth Deech (now Baroness Deech), who stated in a speech to the Bentham Association in 2007 that "it involves a judgement about a matter that can only be made by one with academic training and professional involvement."

Fish and Deech are right to underline the significance of disciplinary and professional training for the exercise of academic judgement. But it can be argued that it also demands more than disciplinary knowledge. The capacity to make judgement calls requires what Aristotle called *phronesis*, the kind of practical wisdom that we gain through experience and informal engagement with our colleagues and students.

Good teachers are not only experts in their subject, they also understand their students and can interpret their responses to classroom experience. Consequently, when they make a judgement call, it is informed by their reading of the circumstances of a specific individual or group of students. This is a response that is guided by disciplinary knowledge and a bit of practical wisdom.

Although disciplinary knowledge is distinct from *phronesis*, the two are mutually reinforcing. The development of practical wisdom helps orient an academic's intellectual pursuit, which in turn assists the cultivation of *phronesis*. When T.S. Eliot asked in *The Rock* (1934) "Where is the wisdom we have lost in knowledge," he pointed to the potential tension between these two ways of understanding.

Fortunately, experience indicates that judging and intellectual flourishing can be mutually harmonious. Drawing on Kant's *Critique of Judgment*, Hannah Arendt writes in *The Life of the Mind* (1978) of an "enlarged way of thinking, which as judgement knows how to transcend its own individual limitations."

Aristotle took the view that there is a range of human actions whose objectives could not be achieved according to a prescribed formula. Whereas pottery-making could be pursued through technical knowledge (*techné*), healing the sick required practical wisdom (*phronesis*). For Aristotle, *phronesis* was the most significant intellectual virtue because by developing the capacity for moral judgement, other virtues of character could be exercised.

From this perspective, practical wisdom helps academics to make judgements about the relevance of data and the meaning of information. And most important of all, it is through practical wisdom that academics develop the capacity to make judgements that are morally right for the situation at hand.

Like all forms of judgement, academic judgement is acquired through experience and as with every endeavour, the more varied and the more extensive its practice, the better we get at it. Unfortunately these days, society provides little encouragement for the practice of judgement.

On the contrary, it is non-judgementalism that is regarded as a positive virtue. The act of judgement is often associated with narrow-minded prejudice. Schoolchildren are continually taught to be non-judgemental, and frequently the idea of being open-minded is sharply counterposed to the act of judgement.

Although non-judgementalism is represented as an enlightened and liberal attitude towards the world, it is nothing of the sort. Obviously the unreflected judgements arrived at through stereotyping are merely manifestations of conformism and prejudice. But the

valuation of non-judgementalism possesses no inherent positive ethical qualities.

The reluctance to judge may be a symptom of lack of interest or even moral cowardice. In current times it is often brought about by a reluctance to confront difficult and embarrassing questions. Not questioning others' beliefs and opinions closes the door to the elaboration of a mutually agreed public consensus.

In any case, as Arendt argued in her essay "Truth and Politics" (1967), judgement does not simply mean the dismissal of another person's belief. "The power of judgement rests on a potential agreement with others."

In the context of the pursuit of scholarship, it serves as a point of departure for dialogue.

In the 21st century, Western society is so uncomfortable with making value judgements that it has developed an entire vocabulary of euphemisms to avoid being unambiguous, clear and blunt in its statements. This trend is particularly visible in schooling and higher education, where a veritable Orwellian vocabulary has emerged to provide teachers with words that avoid the making of a clear statement of judgement.

New lecturers are informed that "good practice" demands that they be "supportive" and "positive" and guarded in the criticism they make of their students. While university teachers are not expected to hand out smiley stickers, they are encouraged not to be negative and to blunt the force of their criticism.

Since universities are subject to the influence of broad cultural trends, it is not surprising that academic judgement does not enjoy the authority it deserves. Higher education has internalised the wider cultural suspicion towards judgement and has given it an institutional affirmation. Although academic judgement is rarely explicitly challenged, there are powerful institutional pressures to confine it to the margins.

Why? Because academic judgement runs directly counter to the expansion of the formalisation of university life. The purpose of the so-called reform of higher education is to displace informal relationships, networks and practices with rules and regulations. The formalisation of academic practice encourages a disregard for context.

Indeed, the justification for the invention of procedures is to ensure that there is little room for context-informed judgement. When lecturers are asked to leave paper trails and follow procedures, they are in effect forced to act in accordance with a template rather than on the basis of their accumulated practical wisdom.

The values of institutionalised standardisation, calculability and measurable achievement mean there is little call for judgement. When the ways for achieving a learning outcome are carefully prescribed, what is required is after-the-event measurement and box-ticking, and not deliberation and judgement.

The triumph of procedure over academic judgement is illustrated by an often unnoticed but important change in terminology. These days, academics do not so much judge as evaluate. Although superficially "evaluation" can be seen as a synonym for "judgement," in a contemporary institutional context it may more accurately be its antonym.

The act of judgement invites an academic to apply intuitive knowing or practical wisdom